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Remember Model E

Five years ago, although it seems more like 10, Model E was invented. For those whose memories have been disturbed by more recent events, Model E was the most adventurous and expansionist of the five options for future policy suggested in the 1978 discussion document *Higher Education into the 1990s*. The various models, A to E, summed up in shorthand the different approaches which the Government could take to the future of higher education if it seemed that the decline in the number of 18-year-olds after the middle 1980s would lead to significant excess capacity in the system.

Model E suggested that any such spare capacity should be used to encourage less traditional students to participate in higher education and also to develop less traditional forms of higher education - in short, more working class students and more continuing education. While the other four models were burdened with ungainly metaphors like "tunnelling through the hump", Model E became known, therefore, as the continuing education option. As such it satisfied everyone, although the Government perhaps least of all because of its uneasy concern about where the money would come from. Traditionalists saw it as the most hopeful strategy to hang on to the gains of the 1960s and 1970s, which might be in jeopardy if more conventional criteria were applied; while progressives saw it as a golden opportunity to realize their dreams.

But that was long ago - or was it? In one sense, certainly, Model E has policy agenda. The 1978 discussion document acknowledged: "It is unlikely that any of the developments envisaged could happen without a major lead from government." That lead never came. Instead the new Conservative Government sent an entirely contrary message to higher education first by adopting a steady-state policy of level funding ("tunnelling through the hump" or Model B) and then by embarking on its present policy of cuts (Model F).

To be fair, it is not entirely clear that higher education was prepared to keep its side of the bargain either. Of course, most people and groups in universities and polytechnics alike "chose" Model E as much the most desirable of the five options. But in all their enthusiasm they made it clear that the Government must take the first step, to provide extra resources or at least to guarantee that there should be no loss of present resources. Then higher education would begin to think seriously about continuing education. But there was no strong evidence of any radical redirection of academic and professional values to emphasize this new priority.

Yet in another sense Model E is very much alive. First, we are five years nearer to the demographic abyss, and so to the decline in the number of traditional students. The Department of Education's Secretary may have abandoned its former practice of presenting projections of future student demand in a blaze of open-minded liberalism and positive consultation, but it still makes projections, which will be doubly comforting to the Government given sensitivity to charges of reducing opportunities and to higher education fearful of dwindling demand. For they will show that broadly demand is being met and it is not likely to collapse abruptly in the late 1980s.

Second, demand will not collapse for the second reason why Model E is very much alive. *Higher Education into the 1990s* was careful to state: "This prospect (for Model E) needs to be viewed in the perspective of continuous social, economic, and technological change that may demand

more emphasis on continued education." That social, economic, and technological change is an even more insistent and powerful pressure on the behaviour of higher education in 1983 than it was five years ago. Universities, polytechnics, and colleges have bent to that pressure more perhaps than they have realized.

The long-range fear of a famine of full-time students, the entrepreneurial conduct required to recruit full-cost foreign students, the cuts which for better or worse have qualified the immobility of institutions and led to concern that higher education is out of step with public opinion, more insistent demands from industry and the professions for updating of both knowledge and skills, all these and other factors have significantly modified the behaviour of higher education over the last five years.

Of course, it would be going much too far to suggest that Model E is being implemented by force of circumstances without anyone realizing it. But the drift towards continuing education is clear. According to the chairman of the University Grants Committee, 10 per cent of the expenditure of universities is already on some form of continuing education. He expects this proportion to rise to 20 or even 30 per cent. In the polytechnics and colleges, of course, the enthusiasm for more flexible forms of higher education is much older and stronger.

'It would be going too far to suggest that Model E is being implemented by force of circumstances. But the drift towards continuing education is clear.'

One reason why these changes have crept up on us through higher education with so little notice is that we may have looked for Model E in the wrong place. Because of the particular occasion of its birth Model E has been regarded as largely concerned with access. For it was to broaden access to make up for a threatened shortfall in traditional students that this option was first conceived. From this emphasis on access followed a commitment to devising new forms of liberal higher education to attract new types of student. This commitment, of course, fitted in well with the rather narrower commitment of the liberal university to general education so well enunciated in the Robbins report.

Against this background it was natural that we should look first for Model E's style of innovation in first degree courses, perhaps in the form of more part-time degrees, the subject of a conference held at Goldsmiths' College last week, or even forms of "second degree" courses; perhaps in the Education of Higher Education; there was also an almost universal assumption that, whatever the level, the style of education offered in Model E courses would be firmly in the adult education tradition. Keele in the early days, Birkbeck, Goldsmiths, these were the instinctive models for Model E.

Perhaps we got it wrong. After all, Model E could as easily be regarded as being about relevance as about access. Indeed it can be argued that the broadening of higher education necessary to produce a better match between skills in the developing context of change, social and economic, demands that higher access to the system, itself developed through utilitarianism, may not have been approved

of by Robbins and may also be incongruous to the more conventional values of the academic profession, but it fitted in well enough with the preoccupations of successive governments.

If this utilitarianism is accepted as a legitimate interpretation of the spirit of Model E and not dismissed as some sinister mutant, then the emphasis switches from undergraduate and sub-undergraduate courses and liberal education to postgraduate (or post-experience) courses and sharply focused and functional education. The educated citizen fades into the background to be replaced by the worker with up-to-date technical, managerial, and professional skills. Seen in this light the practical outcomes of Model E are PICKUP or the Open Tech.

What can explain this contrast between the altruistic aspirations and the instrumental outcomes of Model E? Of course, it is easy to suggest cynical reasons that reflect the priorities of this Government (and most others). But it may also be necessary to dig a little deeper and to be more self-critical. The absence of a coherent and credible strategy for Model E within what might be called the WEA, extra-mural tradition made it almost certain that the running would be made by more functional forms of continuing education. The universities in particular have never been able to make up their minds.

Three distinct views were expressed at the Oldham's conference. One was that with extra money and a nod and a wink from the UGC the universities could do the job easily; a second was that the extra-mural tradition, because part-time and adult students required different and specialized treatment; a third, barely hinted at, was that a genuine and strong commitment to continuing education on the part of the universities would only come after a radical re-examination of the whole pattern of present undergraduate education and a blurring of the boundaries between degree and non-degree, full and part-time, and so on. The first of these views is unconvincing, on the universities' own record; the second, although honourable, condemns Model E to an exceptional ghetto; the third, although clearly the most plausible strategy, underlines the great difficulty of bringing Model E into the university mainstream.

In the circumstances, therefore, it is hardly surprising that universities have tended to see continuing education in terms of high-level professional updating, rather than as an extension of some general mission of cultivation that would provoke alarming questions about their present practices. The polytechnics and colleges which have never shared the holistic ambitions of the universities were even less likely to embrace the utilitarianism of Model E, although the intervention of Model E, although under compulsion pressure they have made significant progress in widening access through special part-degree programmes and DIPtEs.

The final goal, of course, must be to break down the dichotomy between WEA-style continuing education and PICKUP-style continuing education, between Birkbeck and Cranfield. In the end access and relevance are after all, in essence, the same. Sir Keith Joseph is pondering whether he should create a successor to the Advisory Council for Adult and Continuing Education (ACACE). He should reject that advice. But another ACACE, even with a de-emphasized education agenda, is a continuing education agency that brings together the instrumental and the altruistic, and the utilitarian and the altruistic, in a new and more persuasive synthesis.

Laurie Taylor



Morning, Professor Lapping.
Good morning, Rosemary. My word, it's a chilly day.

Can you spare a second?
Of course, Rosemary. What seems to be the trouble?

Well, I'm sorry to bother you, but did you notice anything different about the office this morning?

Well, it certainly looks very tidy. Very tidy indeed. Nice and neat.

No, not that.

Err... ah yes of course. There's the board. You've completed next term's undergraduate timetable. Very good. All smartly drawn up.

No, not quite that.

Well... let me see... yes, you've also, as usual, allocated all the lecture rooms for the lectures and seminars making certain that Dr Wernitz has a normal one with the extra large blackboard and that Dr Sprague is in B33 where the central heating system doesn't affect his sinuses.

Oh yes. There, underneath, are the appropriate student groups for the seminar as they are efficiently designed so that joint-degree and single-subject students have their own groups, and that the well-known Mary Slumaker.

Anything else?

Well, of course, you'll have listed with the administration and four other departments in order to ensure that there aren't any timetable or room clashes and that we don't have a repetition of last term's fiasco in which Dr Wernitz's lecture on structuralism clashed in D461 with student performance of *Of for England*.

More.
Mmmmm. I suppose that you'll have followed normal procedure and properly taken into account the very understandable difficulties that staff have over accommodating their research and their teaching duties, by carefully listing the teaching hours to the later part of the morning and early afternoon while keeping most Mondays and Fridays clear.

Any other little things?
Just give me a second. Ah yes, I see the filing trays are clear. So in your usual way, you've managed to bring all the student records up to date and written to members of staff reminding them that certain tutorial reports are still outstanding from the term before last. You'll have also filed all the department's correspondence, arranged a series of official entries for the university newsletter, dealt with half a dozen phone enquiries from parents about admission of their children to next year's course, and probably comforted three or four students in various stages of nervous breakdown.

Almost there. Just one other teeny thing.
No. You've got me there. OK, just a minute. How silly of me. You're wearing a pretty new dress.

Not that.

No.

I give up.

I'm standing on my desk... and there's a rope around my neck.

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UGC lets maths target failures go over the top

by Ngaire Crequer

The University Grants Committee is to allow universities which took in more mathematics students than they advised to exceed their targets.

This stand, the opposite of the committee's recent decision to fine universities which failed to meet UGC targets generally, is partly a result of the sustained protest about the effect of the cuts on mathematics.

Members have decided that a harsher approach in mathematics would negate the recent initiative in information technology, which will increase demand for mathematics students.

The universities ignored UGC advice in May 1980, to keep mathematics numbers the same as the previous year, and admitted 18 per cent more. There was a further increase in 1981 and small decrease in 1982. In no other subject was there such a big increase.

A new survey by the mathematical sciences sub-committee has shown that some universities would have to make severe reductions in mathematics to reach their 1984/85 science targets.

According to the survey, the 1979 actual undergraduate intake (including computer science) was 4,060, rising to 4,620 in 1980, to 4,740 in 1981, to an estimated 4,460 in 1982 and a tentative 4,350 in 1983.

The sub-committee meets next month for a final discussion of the numbers and letters will be sent to institutions over-accepting, telling them they will be given leeway, though they must aim to improve their position. No money is involved.

The committee has been sensitive to reports of sixth

formers with A grades at A level still being unable to win places. Professor Randolph Quirk, vice chancellor of London, has raised the question with both the Prime Minister, Mrs Thatcher and her Secretary of State, Sir Keith Joseph, and so has a small group representing heads of mathematics departments throughout the country. They are compiling statistics to show that supply will not meet demand.

The main UGC committee was this week giving final approval to university bids for 230 "new blood" posts. Universities will be told before Easter how they fared.

There were six times more applications than posts in the sciences, and some 100 bids in the arts.

The substantive decisions were taken by the research council, rather than the UGC. In mathematics for example, 101 departments were bidding for 19 posts. Applications were graded for subject area, strength of department, teaching need and age structure of staff.

In many of the discussions it was agreed that no university would have more than two posts. In the social sciences no university has more than one.

One major change in the rules for appointing the new staff will be made by the UGC. They intend to relax their requirement that staff must be under 35, after pressure that this would discriminate against women.

Dr Edward Parkes, chairman of the UGC has told the Association of University Teachers that "the committee does not regard the age limit as totally inflexible, and would not rule out the appointment of an especially well qualified candidate just over the limit." Universities will be told they have discretion in appointments.

Prisoners deserve chance to improve minds, says report

by Karen Gold

Prisoners should be given a right of access to education in a new Prison Regimes Act, redefining the purpose of imprisonment and establishing education's place within it, according to a report to be published by a House of Commons Select Committee.

"Education staff, prison officers, governors, local education authorities, and even Home Office officials are uncertain as to the place of education and who is responsible for what," says the Select Committee on Education, Science and the Arts in its report due out next month. "We do not know of any other area of public service which is so fundamentally uncontrolled by law."

Despite arguing for considerable potential savings in this area, the committee also calls for cuts made in prison education in the last five years to be restored, and a substantial increase in spending.

The 36-week academic year should be eliminated as irrelevant to prison needs, and education buildings should be simplified; education officers, local education authorities and the inspectorate should have their roles more clearly defined.

The report says the overall intention behind these changes would be to dispel the idea that education is a "soft option" for prisoners.

The report calls for the Government's cost-cutting Rayner Unit to be brought into the prison service for a comprehensive inquiry into prison officer staffing; looking at security levels, managerial control and possible restrictive practices. Prison officers are required to escort prisoners to and from classes, and classes cannot take place if they are unavailable.

Prison officers giving evidence to the Select Committee argued that many more staff would be needed to improve educational provision. The committee rejects that, saying education officers or tutors could escort prisoners.

Prisoners taking classes would no longer be paid less than those in prison workshops; all prisoners would be periodically assessed for education; and the present division between education and training departments and staff would be abandoned.

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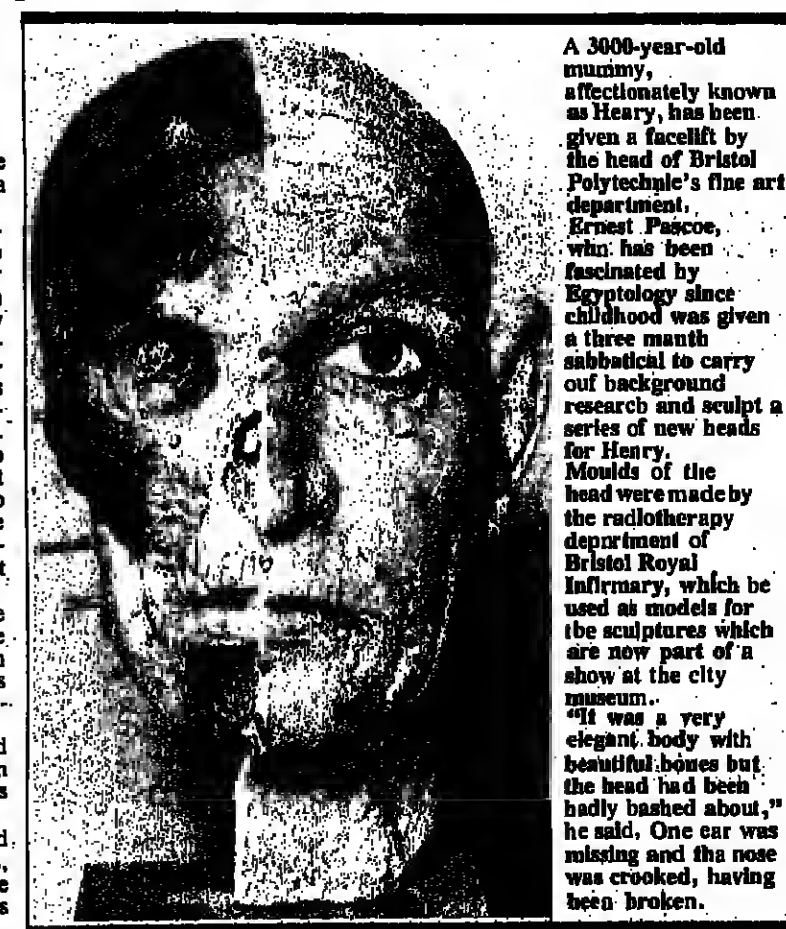
Sir Keith again snubs ACSET on teaching reforms

by Patricia Santinelli

The Secretary of State for Education again pre-empted the advice of his own advisory body on teacher training when he announced criteria for reforms of courses this week.

The Advisory Committee for Teachers' subcommittee on teacher training was meeting today specifically to draw up draft criteria on the content and structure of courses before a main committee meeting in April.

But now its ideas and views have been overtaken by the publication of a White Paper, *Teaching Quality*, which gives detailed broad requirements, and the intentions behind the White



A 3000-year-old mummy, affectionately known as Heary, has been given a facelift by the head of Bristol Polytechnic's fine art department. Ernest Pascoe, who has been fascinated by Egyptology since childhood was given a three month sabbatical to carry out background research and sculpt a series of new heads for Henry. Moulds of the head were made by the radiotherapy department of Bristol Royal Infirmary, which he used as models for the sculptures which are now part of a show at the city museum. "It was a very elegant body with beautiful bones but the head had been badly bashed about," he said. One ear was missing and the nose was crooked, having been broken.

The THES

Because of Easter *The THES* will be on sale a day earlier than usual next week

control teacher training courses in departments of education without changing the rules or disregarding the concordat. But they hope that when the professional committees are restructured, they will carry out this function.

The National Association of Teachers in Further and Higher Education has attacked the proposed reforms as being too limited. It says the proposals are intended to improve teaching for academic pupils but ignores the needs of the bottom 40 per cent.

Details of the White Paper, page 2
Leader, back page

News in brief

Scots reject fees changes

The Convention of Scottish Local Authorities has rejected proposals that institutions should be able to set individual fees for overseas students.

COSLA was asked by the Scottish Education Department for its views on this recommendation from *A Policy for Overseas Students* published by the Overseas Students Trust. The Department of Education and Science is also seeking the views of the University Grants Committee and the Committee of Local Education Authorities.

Lab explosion

Four Birmingham University students were injured at the weekend after an explosion at a chemical laboratory. More than 40 students were taking part in a practical class when the final year experiment, in a fume cupboard, misfired. Two students, Andrew Murray and Trevor Smith, both aged 20, were treated in hospital for cuts from broken glass, and two others were slightly injured. The university is inquiring into the incident.

Protest considered

College union leaders are to consider a direct protest to the States of Jersey over the continued illegality of homosexual acts between consenting adults. But the National Association of Teachers in Further and Higher Education is refusing to take up a request from its gay teachers' group to refuse to send fraternal delegates to the National Union of Teachers conference on the island next month.

Results pooled

A research team at Edinburgh University is helping to determine how the funds from the pools competitions should be spent. Edinburgh's tourism and recreation research unit has been distributing questionnaires at matches at the Hibernian, Glasgow Rangers and Aberdeen football grounds in the first market research study among Scottish football supporters.

NUS call to end dual system

by David Jobbins

Student leaders have drawn up bold plans for the future of post-school education. A policy document being submitted to the National Union of Students conference in Warwick next week calls for the effective abolition of the binary line separating the universities and the public sector.

It seeks a national body to plan higher education both in the universities and in polytechnics and colleges, together with a national standards review body to fulfil the function of the Council for National Academic Awards in both sectors.

The NUS president Mr Neil Stewart, said this week: "We think the performance of the CNAA is considerably better than the senates of individual universities."

The union will also propose a new body to monitor and validate research, but it feels that commissioning of projects should be carried out more democratically.

Although the policy document was introduced by Mr Stewart as a critique of existing policy, it has critics within the NUS leadership. Mr Stewart was anxious this week to dispel suggestions of too close a correlation with the Labour Party policy on post-school education.

He pointed out that while both the Labour Party and the Social Democratic Party wanted to democratize the University Grants Committee



Mr Stewart: CNAA performer "better"

and the National Advisory Body, the NUS wanted to replace them with an entirely new body.

The document rejects the proposition that universities are a national and not a local resource. It states that universities are currently not nationally controlled but that most decision-making is carried out at an institutional level. The NUS also believes that local authorities are fully capable of running universities.

The NUS also feels that the role of the Commons Select Committee on Education, Science and the Arts

should be strengthened to permit continued scrutiny of Government policies rather than fitting from one investigation to another.

Policy-making would also benefit from the secondment to the Department of Education of local government officers, trade unionists, and industrialists.

The NUS is moving rapidly towards advocating a minimum basic grant to be supplemented by access to the benefits system - particularly housing benefit.

"If a student got a grant of £25 and had access to full housing benefit he or she would be better off than 91 per cent of students under the mandatory system," Mr Stewart said.

Few upsets are expected in the NUS elections at next week's conference, largely because Labour students have decided to continue to chip Ms June Taylor, a leading member of the Left Alliance, in her bid for reelection as national secretary.

Labour students who wanted to support Mr John Moore, the Socialist Students' Alliance candidate for the job, were defeated at the weekend.

Conservative students were this week meeting in Durham to decide the crucial issue of whether they should campaign for a place on the NUS executive next year or restrict themselves to a vain fight for one of the top jobs.

PCL fails to appoint new rector

by Felicity Jones

A stalemate has arisen at the Polytechnic of Central London over the appointment of a new rector to replace Dr Colin Adamson who resigned last year against a backdrop of recruitment over lack of internal funding and poor management.

Dr Edwin Kerr, chief officer of Council for National Academic Awards, revealed he would hold a meeting with PNL to discuss the nature of the inquiry and decide who would carry it out.

The polytechnic could either set up an internal inquiry under its own auspices with CNAA-nominated members; or the CNAA could hold its own inquiry and invite PNL to collaborate; or it could be set up jointly.

The fact that a CNAA visiting party gave indefinite approval to the BA degree courses in applied social studies and sociology so recently could complicate matters.

Mrs Angela Ringuth, PNL's academic registrar, said that according to the usual practice, approval for the courses had expired and they had resubmitted proposals for the courses with some streamlining to bring them closer together.

At the end of the visit, the chairman, Professor John Westergaard, had generally favourable comments to make about these degree courses. We have still to receive his written report," she said.

Professor Westergaard, who is de-

Bias probe courses had been approved

by Felicity Jones

An inquiry is to be held into allegations of left-wing bias in the schools of sociology and applied social studies at North London Polytechnic even though degree courses in the two schools were granted indefinite approval only weeks ago.

Dr Edwin Kerr, chief officer of Council for National Academic Awards, revealed he would hold a meeting with PNL to discuss the nature of the inquiry and decide who would carry it out.

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Professor Westergaard, who is de-

Employers to veto union courses

by David Jobbins

An employers' veto on funding for some trade union studies courses has been conceded by the TUC in order to safeguard its Government grant against inflation.

After a prolonged period of uncertainty, the TUC and the Government have agreed in principle that the 1983/84 grant should be reduced to £1.5m from its current level of £1.6m.

But an extra £200,000, representing a 6 per cent increase on the 1982/83 grant, is to be made available for courses certified by employers as fostering good industrial relations. Technical courses would deal with new technology and health and safety.

There had been a genuine fear among union leaders that the Government might cut off the grant entirely because Ministers felt it was logically incompatible with the

TUC's rejection of public money for postal ballots.

Under the package, which was reported to the TUC general council this week, employers will certify that specific courses are useful, either before they start or retrospectively, before TUC funds can be tapped. Exact details of how it will be administered are being worked out by officials.

But many of the 200 trade union studies tutors are likely to be unhappy at what some would regard as unwelcome interference with their academic freedom. Some unions may also carefully consider whether to apply for TUC grant aid for courses, or whether to make claims against the reduced sum available without strings.

There is no doubt that the confirmation of continued Government funding has saved a large number of courses which would not have run after April. A report considered by

TUC leaders late last year showed a dramatic shortfall in funds for day-release courses and a number of advanced courses have already ceased to run because employers are reluctant to release workers.

The committee of the trade union studies section of the tutors' union, the National Association of Teachers in Further and Higher Education, is to discuss the issue as a matter of urgency. There is particular concern at the apparent lack of consultation with tutors before the principles were agreed. Naffie's training officers' group is also likely to consider its response next month, and efforts are under way in a number of trade unions to reopen the issue.

Public money was first awarded to the TUC to prepare tuition material and finance courses for shop stewards and other officials as part of the social contract under the last Labour government.

MPs attack Buckingham charter plan

by John O'Leary

Fresh controversy broke out this week over the University College at Buckingham, when regarding its new charter, Royal Charter and its previous grant, a decade ago, to achieve degree status for its courses.

At question time in the Commons, both Mr Philip Whitehead, Labour's spokesman on higher education, and Mr Christopher Price, chairman of the Select Committee on Education, attacked the decision to award a charter.

Mr Whitehead said: Many of us see this issue as a shabby political pay-off of the worst possible kind, which is an insult to reputable academic institutions in this country.

In his reply, Sir Keith Joseph, Secretary of State for Education and Science, said there was much for the public sector to learn from Buckingham. "I would hope to bring the same standards to bear for any proposal for university status that came before me," he said.

A dispute also began about Buckingham's failure during 1973 and 1974 to secure validation from the Council for National Academic Awards. In a letter to Mr Whitehead, Lord Beloff, the first principal of the college, not only insisted that he had broken off negotiations with the CNAA, rather than being rebuffed by the council, but also criticized the calibre of the working party sent to assess the college's work.

Lord Beloff wrote that it became clear during the negotiations that coming under the umbrella of the CNAA was not compatible with the objective of maintaining the freedom to experiment at the university level of teaching.

"It was therefore Buckingham which found no use for the CNAA and not the reverse," he maintained. "I know that since I conducted the negotiations and broke them off, I may add that one of my reasons was the intellectually low calibre of the team sent to us by the CNAA. They would (with one exception) never have found employment in a university."

He added: "Ideology has nothing to do with the granting of a charter; the Privy Council and the DES impose much higher standards than the CNAA ever can."

The CNAA said this week that five members of the visiting party were university teachers and had held university posts in the past. Three were professors, at the London School of Economics, University College London, and Durham.

A statement in September 1974 by Dr Edwin Kerr, chief officer of the CNAA, gave an account of the events leading to a refusal to validate courses proposed by Buckingham. Of the working party it said: "There was an extended discussion at the next council meeting in May, when it was agreed that the issue was so important and complex that a fair decision on it could only be made if there was a visit by experienced members of high academic standing."

With penalties like these, the secret computer games clubs which operate in universities and polytechnics become a much more serious liability. Mr Lyons says: "It is often the ablest students who see it as a challenge to get into files containing confidential information."



BEAM ME UP - Communications giant Standard Telephones and Cables celebrated the announcement of a £34m educational programme by inviting the Prince of Wales to open a new gallery at the Science Museum. Prince Charles used sophisticated laser and optical fibre technology to unveil a plaque shortly before he flew to Australia. The process was explained to him by Sir Kenneth Corfield, chairman and chief executive of STC.

TEC refuses to discuss quality

The Technician Education Council has refused to discuss the quality of institutions and courses within its field. It has told the National Advisory Body that it is against its policy to do so though it will reveal factual information.

The Business Education Council will provide information on both facts and quality, but says the latter would only be released with the prior knowledge of both colleges and local education authorities and after they had been given a chance to comment.

Both councils, which are to be merged from September to form the BTEC, were replying to the NAB's request for help in its 1984-85 planning exercise.

BEC and TEC have also agreed to give their views and advice on the strategic issues involved in NAB's planning exercise.

Users will, however, be given two years under the new law to register themselves. But the penalties eventually imposed could include wiping all records from the computer where misuse has been proven, and warrants could be issued for the inspection of records.

With penalties like these, the secret computer games clubs which operate in universities and polytechnics become a much more serious liability. Mr Lyons says: "It is often the ablest students who see it as a challenge to get into files containing confidential information."

One fairly common practice which would be illegal, said Mr Lyons, was

for lecturers on courses in computing or business to use the institution's records on the computer for teaching purposes.

Users will, however, be given two years under the new law to register themselves. But the penalties eventually imposed could include wiping all records from the computer where misuse has been proven, and warrants could be issued for the inspection of records.

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Garnett College Education and Training for Teachers and Administrators in Further Education

Applications are invited for the following courses:

MASTERS OF ARTS - Council for National Academic Awards
A Master's Degree in further education extending over two years' part-time study and involving the inter-disciplinary study of the further education system and curriculum. Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a BEd (Hons) or other equivalent qualification.

BACHELOR OF EDUCATION - Council for National Academic Awards
Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.

DIPLOMA IN PROFESSIONAL STUDIES (For Professionals) - Council for National Academic Awards
A Diploma in further education extending over two years' part-time study (or one year full-time) and involving the study of the theory of further education (or first degree level). Candidates should be employed in the teaching or administration of post-compulsory education and should hold a Certificate in Education.

DIPLOMA IN EDUCATIONAL MANAGEMENT - University of London
Two years' part-time study. Aims to provide a sound academic grounding in educational management and an opportunity to improve management skills. Candidates should have substantial teaching and/or administrative experience in further education or associated fields.

DIPLOMA IN EDUCATIONAL TECHNOLOGY (For Further Education) - University of London
Two years' part-time study. Develops professional competence in the management and organisation of learning resources. Candidates should have initial professional qualifications and be experienced teachers, librarians or administrators in further education or associated fields.

The College welcomes applications from all suitably qualified persons including those from minority or disadvantaged groups.

Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Mr) Garnett College, Donnington House, Hampshire Lane, London SW15 4UR. Tel: 01-789 6553.

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Students spend Easter selling Oxford to comprehensives

by Paul Flather

Oxford students will spend Easter visiting 200 comprehensive schools which have never sent anyone to the university, to encourage potential entrants.

Some 150 students have volunteered to take part in the "Targot Schools" scheme and a video on entrance procedures has been prepared.

Oxford has come under increasing pressure to introduce reforms because its state school intake is about a third lower than the average in other universities.

Mr John Grogan, retiring president of Oxford's student union, said: "We want to persuade sixth-formers Oxford is an option worth considering. We will explain the entrance technicalities. They will also see that there are not all that abnormal."

On Monday student Mr Dan Cory visited Stockwell Manor School, south London, a comprehensive with more than 1,000 pupils which has never sent anyone to Oxford, although one former pupil is at Cambridge.

Andrew Ward, aged 17, staying on to take O levels, said: "I had this view of Oxford as aristocratic," he said. "I didn't think kids from comprehensive schools went there. Now I know it depends on me. It's up to me to push myself if I want to go."

Meanwhile all but one of the 24 undergraduate Cambridge colleges have decided to abolish entrance exams, probably from November 1984. Instead more awards will be given for performance while at the university.

The results of a questionnaire released last week showed one college - which has not been identified - against the reform, and three insisting on conditions which have been met because of the overwhelming support for the reform.

Leader back page

ACID test for DipHE providers

Polytechnics and colleges that offer the Diploma of Higher Education should be more concerned to uphold its principles than to defend its title form, Ms Ginny Eley of North-East London Polytechnic told a conference in London last week.

Ms Eley, chairman of the Association of Colleges Implementing DipHE Programmes (ACID), summed up the general conclusion of the association's annual conference on the future of two-year courses. What was important was to maintain the educational changes that the DipHE had started, she said.

Earlier Mr Bob Fairthorn, head of the DipHE division at Bradford and Ilkley Community College, warned the National Advisory Body about its plan for more two-year courses.

"If such courses are designed totally for organizational and financial reasons, they will fail," he said. "If they are too narrowly vocational, they will fail because the road will be for flexibility in future jobs."

"If the idea is to train three years' worth into two, they will fail because they will be seen as an attempt to lower standards. If they offer no opportunity for transfer, and particularly if they are segregated in particular institutions, they will fail because they will be seen as second rate."

Teacher trainers face stricter controls

Teacher training courses which do not conform to new standards to improve the quality of future school teachers will not be granted approval.

Sir Keith Joseph, the Secretary of State for Education, this week made it quite clear when outlining the reforms contained in the White Paper *Teaching Quality* that he had decided to use powers vested in his position. Until now they have been little used to veto or approve courses.

According to Sir Keith, initial teacher training courses are not sufficiently geared to the needs of schools and some teachers are asked to carry out tasks for which they have not been adequately prepared.

The most radical of the reforms proposed by Sir Keith is to limit future teachers to specific age ranges and subjects. This was widely opposed when a consultation document was circulated to interested parties last year.

The White Paper also lays out "broad requirements" for teacher training. These details will be worked out by the Advisory Committee for the

Supply and Education of Teachers.

This stresses all that teacher training courses should devote at least two years to subject studies, include adequate attention to teaching methods in the chosen main subject according to the ages of intended pupils and be more closely linked to practical experience in schools.

In this context Sir Keith stressed that he considered candidates for postgraduate certificate of education courses who held degrees in anthropology, sociology and philosophy to be unsuitable. He did not make it clear what resource they had if they still wanted to train as teachers.

Another reform Sir Keith wants to see is an increase in the number of teacher trainers with recent school experience. The White Paper says that training institutions should take steps now in consultation with local education authorities and schools to ensure this by making recommendations.

Sir Keith wants much tougher selection of teacher training candidates to ensure that they have the right prac-

tical and personal qualities as well as academic competence.

The White Paper says that more rigorous selection would reduce the number of young people who are given a qualified teacher status because of their academic competence, but whose classroom performance is suspect.

It points out that when this does occur the training institution should consider transferring the student to another course or, in consultation with its validating body award the student some other form of qualification. Students whose practical classroom work is not satisfactory will not be entitled to recognition as a qualified teacher.

In future newly qualified teachers will have letters of qualification to teach certain subjects and age groups. Teacher employment regulations will be changed so that local education authorities bear these in mind when appointing or redeploying.

Teacher Quality, HMSO, £3.40.

Hendon leak criticised

A lecturer's actions in publicly disclosing essays written by police cadets which exhibited racist attitudes actually impeded progress on including anti-racist studies in police training, according to a report from his union.

Mr John Fernandes, who taught on the multi-racial course at Hendon police cadet school until he was barred after leaking the essays to a television team, said in the report to have acted with a lack of knowledge and to have made a gross misjudgement of what was accepted by most members of his union, the National Association of Teachers in Further and Higher Education.

The working group established by the union to examine the case and its wider implications concludes in an interim report: "Had the content of the essays been dealt with professionally at the time they were written, progress with the police would have been made sooner on the issues of police recruitment and the inclusion of appropriate elements of racism awareness training and anti-racist studies on police training."

Mr Peter Dawson, the union's general secretary, said: "Black people do not have confidence in the police at the moment, and one of the reasons is the racial prejudice of some police officers."

The union is seeking Mr Fernandes' reinstatement and a reversion to the status quo so that negotiations about his future and that of the 30 other civilian staff can continue.

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Scots lecturers in angry mood

Scotland's further education lecturers are poised to take industrial action if management will not raise the present salary increase offer of 3½ per cent.

After the last meeting of the Scottish joint negotiating committee, there was strong feeling among the staff members that they should leave the committee, set up less than two years ago by the Secretary of State for Scotland. However, following a crisis meeting of the staff members lecturers have agreed to meet management again on Monday.

The committee brings together local authority further education colleges, centrally-run colleges, and lecturers believe local authority management is prepared to match the 4.9 per cent offer made to school teachers, but is being restrained by the governors of the centrally-funded colleges, who say they cannot go above Government guidelines. Staff are seeking a five per cent increase.

Mr Jack Dale, spokesman for the staff side, said staff believed the centrally-funded colleges were able to go above the salary levels established by the Scottish Secretary.

But, in the new committee, there were fewer managers from the centrally-funded sector, Mr Dale added.

College lecturers and their English local authority employers renew salary negotiations on Monday - with progress heavily dependent on developments in the Burnham primary and secondary committee today.

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Computer law may trap space-age buffs

The security of information on computers in polytechnics and universities could cause major problems when the Data Protection Bill becomes law.

Registrars and central computer service administrators are preparing themselves so that staff will not be liable to prosecution for not obeying the legislation when it becomes law in the summer. But Mr Howard Lyons, a senior lecturer in the faculty of business and management studies at Sheffield City Polytechnic, thinks that, at departmental level, little preparation has been made for the Bill.

He says: "The institutions, encouraged by the Government, are making use of the developments in information technology by putting micro-pro-

cessors in every department and they are being put to a variety of uses by academics, from keeping student course marks to personal records.

"But what many of them probably do not realise is that, under the new law, they will be responsible for breaches of security. Under the law, every appliance will have to be registered and one person will need to be specified as the data user with responsibility for its proper use."

If a computer is registered for the purpose of keeping examination results, then it will be illegal to use it for any other purpose, such as for job references for potential employers of graduates.

One fairly common practice which would be illegal, said Mr Lyons, was

Private enterprise pays off

by Jon Turney
Science Correspondent

Conditions of service for academics are the most important influence on the formation of small research-based companies around universities, according to a British hunker's study of American campuses.

Mr Matthew Bullock, of Barclays Bank, looked at the high-technology companies which spring up around American universities like the Massachusetts Institute of Technology and Stanford University. The British Government and most colleges would like to promote similar ventures in this country.

The report concludes that mechanisms for transferring technology from universities to industry - like research institutions, industrial liaison programmes and science parks - are less important than overall administrative attitudes.

Mr Bullock suggests that the critical factor in changing academics' views of commercial exploitation of research is the willingness of university authorities to permit staff to run consultancies or small companies "on the side".

In the United States, Bullock suggests, "the uneven distribution of academic enterprise appears to be due to the mix of policies adopted by university authorities towards innovation and technology transfer by individual academics rather than to a high quality and volume of research output".

After interviewing 145 people in American universities, banks, corporations and government departments, Mr Bullock found that the typical academic enterprise followed the "soft company" model - moving gradually from straightforward consultancy work to the development of a specific product. This route needed less money in first and was less risky than starting a production company at once.

Mr Bullock, who has been closely involved with Barclays' support for high technology companies in Cambridge, does not offer any specific recommendations for British universities from his American survey. But Lord Flowers, rector of Imperial College, London, writes in his foreword in the report that analysis of the American experience should make collaboration with industry easier for British colleges.

"It is encouraging to learn that success has depended less on institutional arrangements than on the freedom of individuals to pursue their interests both academically and commercially," he suggests.

Academic enterprise, industrial innovation and the development of high technology financing in the United States, by Matthew Bullock, £10 from Brand Brothers, 32 Southborough Road, London E9.

Business studies caught in crisis of identity

by Paul Hather

Business education in universities, polytechnics, and colleges is facing a crisis of identity caught between a standard academic approach and new, more vocational pressures, according to a new discussion paper.

Dr Eugene McKenna, head of the business studies department at North East London Polytechnic, the author of the paper, calls for a serious review of teaching and learning strategies in the subject.

In recent years undergraduate business studies courses, which grew rapidly through the 1970s, have been much discussed, most notably by a Council for National Academic Awards working party and at a Department of Education and Science conference, both in 1981.

The Business Education Teachers Association has set up another working party to review the BA degree in business studies.

The first structured business studies courses in Britain were promoted in the 1940s by the London Chamber of Commerce and Industry, which has just sponsored and distributed the paper to all institutions offering the subject.

The growth in business studies, however, is linked to the development of polytechnics, emphasizing the applied role of education able to promote industrial efficiency. The chamber's educational scheme involves 400,000 entrants a year taking business course examinations in all countries.

Dr McKenna raises the following points:

- the dichotomy between business and management studies;
- the decline in industrial place course principle;
- the growth of professional bodies demanding more "vocationalism";
- understaffed, unconvincing courses equip students with the right skills;
- the move to teach behavioural science in place of sociology.

The Peter Clark Committee on guidelines which consisted of taking elements of economics, psychology, sociology, and mathematics and applying them in a business context. The creation in 1969 of the Business Education Council introduced vocational pressures, and course now are far more problem-oriented.

Dr McKenna said: "There has been great evolution in business teaching and a certain amount of looseness in courses has crept in. This might be a good thing. But it is time for a full review so we know what we are aiming at".

Mr Ronald Crittall, director of London Chamber of Commerce's education scheme, agreed there was a crisis. "For years we have been trying to make courses relevant. Now perhaps we are wondering where the educational input comes from."

Undergraduate Business Education - A Reappraisal, by Eugene McKenna, price £1.50 including postage from the London Chamber of Commerce and Industry, Markowe House, Station Road, Slidcup, Kent DA5 7JL.

Brighton merges departments

Brighton Polytechnic merged physics and chemistry this week after appointing a new head for the joint department.

This followed the controversial decision to shelve 46.5 full-time equivalent jobs by September in order to cut costs. Staff in the departments were told two weeks ago that the head of the new merged department would be chosen from among the existing principal lecturers.

The polytechnic branch of the National Association of Teachers in Further and Higher Education is not happy that the new appointment only has two years' tenure. Mr Patrick McGuire, a union representative, said the issue was further complicated by the fact that the proposal to merge the departments had not been ratified by the academic board. Dr Malcolm Parker, the dean of natural and life sciences, confirmed that interviews had taken place and an appointment had been made. This still had to be confirmed before the name could be released.

The new department of science, which has still to be named, will be one of two at the faculty, alongside the department of planetary.

The proposal that six out of the 34 full-time equivalent lecturing posts will be reduced still stands. Dr Parker said he hoped that the final figure would not be as high. The faculty of social and cultural studies also faces losing 16 posts.

The polytechnic is trying to encourage voluntary redundancies as a first step. Lecturers will be sent out to all lecturers over 50 asking for voluntary early retirement and applications under the 1981 redundancy scheme for former teacher training staff.

Salford's image undimmed by cuts

Students have not been deterred from applying to Salford University despite the image created by the University Grants Committee in imposing large cuts than on any other university.

Professor John Ashworth, the vice-chancellor, told that applications for October 1983 entry were nearly 10 per cent up on last year's figures, although far fewer undergraduate programmes were on offer, and compared with a national increase of less than one per cent.

He said there was considerable apprehension in the university in September 1981 that students would be deterred from applying because the UGC had singled it out for the largest cuts.

"We had to establish an image in the mind of the public, and especially the 16-18 year old public, which was clearly different from that which they might form if they believed the UGC to be reliable judges of excellence in these matters."

In this the university had been greatly helped by its industrial friends in CAMPUS, the organization formed to promote the university. It had also redesigned its publications and increased the amount of information available to the public about the university.

One consequence of increased applications had been that higher A level scores had to be demanded. But the university was uneasy about restricting entry simply by those

means, as A levels were poor prerequisites for engineering and other disciplines not part of the school curriculum.

Professor Ashworth said that despite many protestations the UGC had stuck to its original decisions about Salford. The only positive recommendations the committee had made was confirmation of their wish to establish a degree in English, and permission to employ a full-time lecturer in Portuguese.

Salford, in making savings, had had to discontinue 32 degree courses (and create six new ones), and nearly 90 academic and 100 non-academic members of staff had taken premature retirement.

Racism 'endemic' in present access system

A coherent higher education policy including training for "racism awareness" was urgently needed to increase numbers of ethnic minority students, the National Association of Teachers in Further and Higher Education said this week.

Speaking in London at the first in a series of seminars organized jointly by the association and the Commission for Racial Equality Mr Mick Farley, assistant secretary further education, said such a policy should be in addition to more positive Government action.

"The racism which is endemic in the system has to be tackled urgently," said Mr Farley. He added that there should also be recognition that access was not just a matter for further and higher education but for the whole of the education service.

Major obstacles to entry to higher education occur at other levels there, under achievement, there are also matters which must be dealt with if individuals' access to higher education is not to be invidiously limited," he said.

Mr Farley added that the objective must be to extend alternative routes of access to a wide variety of courses: science, technology, law and business studies to name a few. Credit transfer between courses and institutions essential.

College for deaf planned

A London College for the Deaf, catering for further, higher and adult education, youth training and leisure, initial and in-service training for teachers and interpreters for the deaf, is being considered by the Inner London Education Authority.

An ILIEA inspector is to report by the summer on provision for the 133,000 people in inner London with all types of hearing problems. He is expected to recommend major developments including a special college.

All the options will include development of the Centre for the Deaf at the City Lit, which was the subject of an inspector's report earlier this year. This report was enthusiastic about the work at the Keeley Street centre, but strongly critical of the limitations caused by cramped conditions and understaffing.

The Centre for the Deaf caters for 1,500 students a year, and is believed to be unique. Since becoming a full department of the City Lit in 1975, the centre has provided general adult education classes; classes in special skills such as lip reading; an interpreting and support service for students on their own premises and in other institutions as far away as Surrey and Reading universities; training for school-leavers and for hearing therapists; and courses for those who are in contact with the deaf.

Minister favours flexible funding

by Olga Wojtas
Scottish Correspondent

Universities and colleges should be more adaptable and become less reliant on state financing, Mr Alex Fletcher, the Scottish education minister, told a conference last week.

"The more institutions could get rid of central government funding, the more successful they would be," he said.

Speaking at a conference on access to Scottish higher education, sponsored jointly by Stirling University and *The Times Educational Supplement*, Mr Fletcher said there was a strong tendency to overplay present difficulties by talking about the collapse of the Robbins report. "It's not a crisis of Robbins, it's a crisis of change," he said.

"The universities of all sectors should be able to accept change. They are not ASLEF or Arthur Scargill, they are the cream of the population. If education is not innovative, it is nothing."

Mr Fletcher said the effect of the past 18 months had been to shift the balance in universities from social sciences to technological subjects, but Dr Alwyn Williams, principal of Glasgow University, said technology and science had not been singled out for preferential support during the 1981 cuts.

The universities came under attack at the conference for their failure to implement the Robbins principle that higher education should be available to those qualified and willing to enter it. Professor Duncan Timmins of Stirling University said demand was only one of the factors considered by higher education institutions and bodies such as the Scottish Education Department and the University Grants Committee.

Institutions used a variety of entrance tests to restrict access, the most common being success in school examinations although this was widely believed to be a poor predictor of success in higher education.

"The whole curriculum and organization of secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education," he said.

Britain had a low number of both mature and part time students in comparison with most other Western countries. "And over emphasis on narrowly defined academic excellence has made much of higher education seem irrelevant to the desires of the majority of the population," said Professor Timmins.

Mr John Pollock, secretary of the Educational Institute of Scotland, added that the universities' dominance



Mr Fletcher: 'It is a crisis of change'

has not just led to schools virtually rejecting 60 per cent of the population but to a high proportion of above average pupils pursuing courses which are not part of a sensible career progression.

The university sector had always denied access to most people even when it had resources, according to Mr Vernon Smith, director of the Scottish Institute of Adult Education.

But Sir Kenneth Alexander, principal of Stirling University, blamed the University Grants Committee for

cutting intakes. Many thousands of people refused university places during the next few years would later find themselves sandwiched between younger as well as older men and women who had gained university places with poorer entrance qualifications simply through demographic accident, said Dr Williams.

Sir Kenneth Alexander said Heriot-Watt and Dundee universities had been fined by the UGC for exceeding intake targets.

"We should regard the fines as a badge of honour because they were doing what any university should do if faced by demand which it is possible to meet. They ought to have been thanked by a grateful government for taking some of the strain."

But Dr Peter Clarke, principal of Robert Gordon's Institute of Technology, said it was fortunate the Robbins report had not been and never would be implemented.

Children from lower income classes were "remarkably rare in tax supported education. By robbing the poor to give to the rich, Lord Robbins of Clare Market has effectively inverted the precept of Robin of Sherwood Forest," he said.

There should be a trend away from long and specialized courses towards short, broad based courses.

David Jobbins reports from the TUC women's conference

Commitment to equality in education demanded

TUC leaders have been told by female trade unionists to tackle lack of opportunities for women across the full spectrum of post-school education.

The specific issues the TUC women's conference in Scarborough has sought action on are:

- Conversion courses to enable more women to study science and technology at university level;
- Firm commitments to equal opportunities within the Youth Training Scheme.

The 200 delegates unanimously supported a demand from the Association of University Teachers for the Government and the University Grants Committee to reverse the decision not to finance conversion courses.

Despite an appeal from the Equal Opportunities Commission, ministers and the UGC are opposed to courses designed to help overcome the barrier to female entrants, raised by a tendency to be channelled into arts subjects while at school.

Just 2.5 per cent of girls entering university were going to read for engineering or technology degrees, compared with 21 per cent of boys. Fewer than 5,000 girls left school with the intention of doing a technical or science degree course, compared with 15,750 boys. Only about 7 per cent of academics in science disciplines were women.

Dr Joanna de Groot said: "Universities must do their bit to contribute to the end of discrimination against women."

"By challenging the UGC and the universities on this issue we are making them face up to their own lack of support for women. We are building a way for them to practice the positive action we have always argued is important for women in this sphere of society."

Ms Elisabeth Jenkins (Institute of Professional Civil Servants) said that although 51 per cent of the civil service recruits to the administrative grade in 1981 were women, scientists numbered only 20 per cent and engineers 6 per cent women.

The case for tight controls on the YTS to ensure equal opportunities was put by Ms Dallah Hoffman (National Association of Teachers in Further and Higher Education).

"Unless direct pressure is brought to bear on the Manpower Services Commission, existing inequalities will only get worse and in spite of an outward show of commitment to equal opportunities, the kinds of programme to which the MSC is lending its considerable financial support fall very far short of meeting the special training needs of women and girls."

Existing YTS pilot schemes were linked to traditional needs of female employment - interviewing, secretarial, clerical and caring jobs - simply reinforcing traditional ideas of women's work.

"It is time the MSC - instead of harassing colleges over the political content of various courses - looked to what the employers are doing about equal opportunities."

Under the proposals adopted by the conference, YTS managing agents would be allowed to press on with schemes only if written commitments to equal opportunities were forthcoming.

Ms Tricia Leman, a leading left-wing member of the Natfhe executive has been elected to the TUC women's advisory committee for the third year running.

At last week's TUC women's conference she successfully put Natfhe's case against the Government's proposed job splitting scheme. "Job splitting for job creation is the latest in a series of obscene con-tricks,"

Bolton to get science park

Bolton Metropolitan Borough is planning to set up a £400,000 "mini science park" closely linked to Bolton Institute of Higher Education, aimed at attracting high technology developments to the area.

The project, which is to be funded under the Inner Urban Aid programme, arose as a result of a Department of Environment-financed study of Bolton's local economy, carried out by Aston University consultants. This identified new technology as a specific area in which the borough is under-represented.

Under the plan, which is only one of four initiatives in Bolton's economic strategy to improve job prospects - the borough's unemployment rate is 16 per cent - the college would provide both consultancy through its staff as well as specific teaching facilities and resources.

A site has not yet been determined, but two computer companies have already said they would be interested provided it was within the institute's grounds. Three other sites are being considered, all within a mile of the college.

The main hope is that the project will not only attract new high technology companies to the area but will also encourage local firms which up to now have been slow in taking advantage of new technology to move into this field.

The idea is that the science park would accommodate larger units as well as small one-man-band, with brilliant ideas in need of development, both of which would then expand within the borough improving local economic health and job prospects.

Another of the four initiatives in which the college is cooperating with industry and the borough to improve job prospects in the community was officially launched by the mayor this week.

Bolton IHE is getting around £100,000, partly under the Inner Urban Aid programme and partly from industry as well as £25,000 worth of new technology equipment.

thought the polytechnic should fill in all the NAB forms and threatened to Enfield, Haringey and Brent.

The joint education committee instructed the chief education officer to do the job himself if it did not cooperate. Consequently Raymond Rickett, the polytechnic director, presented papers to the governors' meeting setting out the priorities.

His papers showed a reduction of 60 students in the intake to social

Pressure on mature applicants

by Karen Gold

Mature university applicants with A levels may be being squeezed out by pressure on places from 18-year-olds and entrants from the growing number of special matriculation schemes, according to the secretary of the Standing Conference on University Entrance.

SCUE is likely to begin an investigation into mature university students following its next meeting in May, according to Dr Arthur Hearnley. It will look at all aspects of mature entry, but particularly at rumours that applicants young enough to have taken A levels before leaving school are suffering unfairly from the cuts in undergraduate places.

Admissions officers' fears are based on the successful expansion in recent years of entry schemes such as the Open College of the North West.

While the numbers of university applicants from these sources have increased, the standards at A level needed by successful 18-year-old entrants have risen.

That combination might put candidates who took A levels in less stringent times at a disadvantage, having been under less pressure to achieve high grades.

SCUE is likely to ask universities to supply them with information on the numbers and qualifications of their mature undergraduate entrants in recent years in order to gauge the problem. A small survey carried out by *The Times* found that most universities were unable to provide details of their entrants' qualifications: of those that could, Queen's, Belfast, had an unevenly fluctuating division between older candidates with A levels and other qualifications, but Essex showed a clear progression along the lines feared by SCUE.

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Campus suspends 11 tenured staff in union dues row

from E. Patrick McQuaid

CAMBRIDGE, MASS. Eleven senior academic staff with tenure at the University of Massachusetts have been suspended without pay for a week for failing to pay union dues or a mandatory agency fee.

The suspensions, the largest on record for such violations, represent a compromise worked out between Mr David Knapp, the university president, and the union hierarchy at the campus in Amherst. According to the teaching staff contract Mr Knapp is required to dismiss anyone, regardless of their status, who did not make the payment.

Conscientious objectors — those opposed to teacher unionization — are allowed to pay a fee equivalent to dues into a special student scholarship fund. The 11 had done neither, and, according to Mr Knapp, did not inform him of their reasons. He said he was frustrated by the dilemma and had been forced "into one of the most distasteful positions of my entire career".

The affected lecturers contend, however, that they have each attempted to convey their objections directly to the president many times during the past year. Professor Vere Chappell, a member of the philosophy staff, said that fellow dissidents had written to Mr Knapp at least twice each to express their concern and explain their actions.

Like most of the suspended teachers, Professor Chappell has tenure — guaranteed job security and academic freedom — and joined the teaching staff before unionization efforts.

Several professors, including many of those suspended, were seeking other employment, he said. Some 30 staff from the Amherst and Boston campuses have filed a petition with the state government, protesting against the "closed shop" and agency fee provision in their contracts.

The university is a public, state-wide, free campus system. The local union is chapter of the Massachusetts Teachers Association, an affiliate of the larger National Education Association, and repre-

sents the teaching and library staff at Amherst and Boston.

Mr Knapp and Mr Bruce Laurie, the Amherst campus president, each commented, independent of one another, that the suspensions were in keeping with "the traditions of the academy". Mr Knapp had reportedly told the union that he was resolved not to fire a professor with tenure.

The American Association of University Professors action, the AAUP's director of collective bargaining, Mr Gerrie Blodsoe, said that the organization favoured alternative measures to dismissal in such cases. The Oakland University in California, and the East Michigan University, have punished teachers who failed to make the payments with one and two-day suspensions.

Most of those suspended at Massachusetts say Mr Knapp had no alternative. Had the union demanded that the case be sent to arbitration the university would have been bound to accede and the president would have been ordered to sack the professors. An appeal from the administration for the professors would have failed, according to a member of Mr Knapp's staff.

"A university president is not free to talk to individual professors as he once was," observed Professor Chappell. "This case makes it explicit; teachers' unions aren't consistent with academic policies. This is a breach of tenure."

Professor Chappell said most of his colleagues would not accept the suspensions but would rather pay the union fee or petition the Massachusetts Labour Relations Commission. The latter, he admits will only defer the inevitable, and the professors will eventually be forced to pay. However, the closed shop provision is on the agenda for future contract talks.

The suspended staff come from a variety of disciplines including zoology, physics, astronomy, landscape architecture and biochemistry. They have not acted as a group, and, according to Professor Chappell, are unlikely to seek court action on their case collectively or independently.

Shaky truce extended

by E. Patrick McQuaid

Quebec's 80,000 teachers have agreed with some scepticism to suspend strike action after the provincial government said it would allow a special council of observers to sit in on negotiating sessions.

A legal three-week strike was temporarily suspended and scheduled to resume on March 14 if renewed contract talks proved fruitless. Union leaders have extended the truce but some give it a life expectancy of only two more weeks.

Meanwhile a Superior Court action has been filed challenging legislation passed last year that permitted the province to suspend sections of the Canadian constitution's charter of human rights. Teachers, including 15,000 community college instructors, say their civil rights were violated by harsh back-to-work legislation adopted in February which

threatened them with loss of seniority, hefty fines, and job terminations. The teachers have been protesting against changes in their workloads and conditions. The Quebec Education Minister, Mr Camille Laurin, is attempting school reorganization plan that would partially take effect during the three-year contract now under negotiation.

Even during the truce declared during the last week of February, sentiments have been extremely bitter among rivaling factions. Several Cabinet ministers were assaulted, including Mr Laurin, during a weekend Parti Quebecois meeting on March 5. Mr Laurin's critics were also angry when during the truce he distributed 400,000 copies of a newsletter to parents and the general public, contending that teachers' workloads would increase by only 12 minutes a day.

Hostages seized in college's campaign for university status

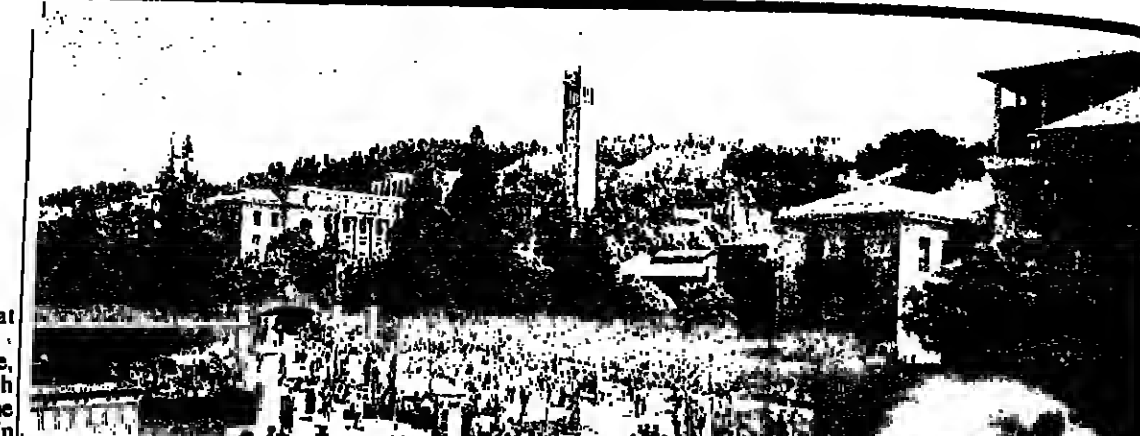
Striking agricultural students and teachers in Ciudad Juarez — a Mexican border community next to El Paso, Texas — held 70 government employees hostage overnight and hijacked buses and blocked two bridges spanning the Rio Grande to protest against the Government's failure to act on their bid to reorganize as a university.

About 1,200 students and teachers from the Hermanos Escobar Agricultural College took over a government office building in central

Ciudad Juarez and held it for two days until meeting with federal negotiators from Mexico City, who promised to take their message to higher authorities.

But the protestors say they are planning further disruptions because Mexico City turned its back on the situation once the building and hostages were released.

The conflict has been going on for more than a year. Last spring students took over a laboratory in near-



The University of California at Berkeley, where Jeane Kirkpatrick (right) was shouted down by protesting students.

Human rights protests silence UN delegate

Ambassador Jeane Kirkpatrick, the US delegate to the United Nations, has decided not to deliver a commencement lecture at Smith College this spring after learning about student and staff protests over her invitation.

Her decision came in the wake of a series of humiliating experiences on college campuses elsewhere and a warning from the Smith president, Mrs Jill Conway, that the graduation ceremonies would be held outside the college could not guarantee adequate security.

Trustees for the women's college vetoed to grant Ambassador Kirkpatrick an honorary degree in absentia, much to the chagrin of professors who signed petitions and students who waved placards opposing the decision.

In mid-February the ambassador delivered the first of the annual Jefferson lectures at the University of California at Berkeley. About half an hour into her address she was shouted down by about two dozen students protesting against her human rights policies in Latin America.

She was escorted off the stage and harassed further during a question and answer session. After being informed of the likelihood of continued disruptions the next day she

cancelled the second lecture.

A proposed apology from students was voted down by the student government a week later.

On March 2 Mrs Kirkpatrick spoke at the University of Minnesota but was interrupted again. Nazi flags were hung from a balcony to insult her.

At Smith College, in rural western Massachusetts, members of the teaching staff said the ambassador's right to speak on the campus was never in question. "We were and remain troubled by honoring with a degree granted in our names, a public figure whose position on human rights is utterly repugnant to us," a prepared statement read.

Last year the class of 1983 was asked to elect a commencement speaker. Only half the class participated in the survey which nominated as its first choice Mrs Sandra O'Connor, the first woman to sit on the US supreme court. Justice O'Connor declined and her second choice, Ambassador Kirkpatrick, accepted.

Students active in opposing American intervention in El Salvador mounted a series of demonstrations. Mrs Conway has extended the invitation to speak at Smith to some unspecified future date. Mrs Kirkpatrick has not publicly commented.



Draft law runs into trouble in court

A federal court in St Paul, Minnesota has temporarily blocked the Government's efforts to enforce a new law that would deny federal subsidies to male students who have failed to register for the military draft.

Judge Donald Alsop issued a preliminary injunction until the legality of the law could be settled. He explained that the law might violate constitutionally-guaranteed liberties and the students faced "irreparable harm". His order is binding in the state of Minnesota but its authority throughout the rest of the nation is under question.

It is generally believed, however, that the Government will not attempt to enforce the controversial regulation without appealing against the decision. Judge Alsop's opinion is still under review by justice department attorneys and there is no word as yet on what action the Government will take.

The court order is a result of a law-suit filed by six anonymous students — identified only as John Doe, Richard Roe, Paul Poe, Bradley Bee, Carl Coe, and Frank Foe — challenging the law signed by President Reagan last September.

The legislation requires male students applying for financial aid to prove they have registered with the selective service. Several American colleges and universities have promised to subsidize affected students with their own funds should the Government begin enforcement after June 30.

The justice department had argued that the injunction should be denied because no students were yet affected. But Judge Alsop agreed with the plaintiffs that in order to apply for financial aid they must now waive their right against self-incrimination.

The Mississippi Civil Liberties Union, a party to the suit, has asked Mr Alsop to set a date to determine if the injunction can be made permanent. The present ruling does not prevent the education department from "promulgating and adopting" alternate measures "advocated" by some members of Congress and several student interest groups nationwide.

Overseas news



British students collected 20,000 signatures on blackboards as part of a nationwide campaign supporting the right of Jews in the Soviet Union to learn and to practise their religion and culture. Each blackboard was headed "They will never learn" and condemned the Soviet Union's repression of Jews. The students attempted to present the blackboards to the Russian ambassador, but they were refused.

Freedom of student press is threatened

from Craig Charney

JOHANNESBURG.

Controversies have erupted over threats to the freedom of the student press at two South African universities.

Right-wing students at the Afrikaans-medium Stellenbosch University are trying to oust the Liberal editor of the student paper there, while at the English-language Rhodes University, the senate has clamped a censor board on student journalists.

The moves have attracted attention off the campuses, because of the political role the student press plays in South Africa. The papers involved have been focal points for political dissent, publishing news and views underplayed by commercial Afrikaans and English-language newspapers.

At Stellenbosch, conservative students have raised a number of complaints against Mr Jacques Joubert, editor of the student weekly *Die Matie*. These included an allegation of "blasphemy" because he published a photo alongside a verse from the Bible, of "bias" because his paper criticized the often-brutal repression ceremonies, and of "excessive political coverage".

Their real grievance appears to be the paper's outspoken liberalism. In 1981, it has reported on the influence of the *Rutgerweg* (youth wing of the secret Afrikaner Broederbond society), the death in detention of trade unionist Dr Neil Aggett, and the trade union campaign to boycott Wilson-Rowntree sweets.

Administrators serve the state

from Lindsay Wright

WELLINGTON

New Zealand university administrative and clerical staff have been officially designated as state servants by Order in Council in a move which over-rides objections from several universities and has implications for the country's academic staff as well.

University library staffs led the way two years ago by seeking such a status in a move which forced a decision as to who should serve at a national level to represent the employers in pay negotiations.

The individual university councils have always been the employing authorities but salary scales were determined by the University Grants Committee. The universities accepted the designation of the UGC chairman as the employing authority and now the chairman has been similarly designated for the administrative and clerical staff. The Order in Council posed immediate problems: clerical and typing staff up to a fixed salary level are

Mr Joubert's fate is to be decided by a student mass meeting. Already, one student says, the conservatives are "whipping up support in the bosom" by bandying emotional words like "communists" and "liberals".

Their campaign bears the hallmarks of a *Rutgerweg* campaign of the sort which ousted Liberal student council president Mr Hilgard Bell three years ago.

At Rhodes, a three-man censor panel was established by the university senate in December for compulsory vetting of articles before they are published in the student newspaper, *Rhodes*.

It cannot bar publication, but vice-chancellor Dr Derek Henderson said cases where his recommendations were ignored would be "noted". The publication's editors termed this "a veiled threat".

The establishment of the board followed an incident in which the paper allegedly defamed a hall warden, for which it apologized. However, it comes after a period of frosty relations between the paper and the university administration.

The board was officially empowered to pass judgment on articles which could contravene South Africa's strict press laws or which could "embarrass" the university.

It objected to five articles in the year's first issue of *Rhodes*, though all were subsequently run. They included an editorial critical of the vice-chancellor, an article which noted that the members of the censor panel had no journalistic experience, and report on an incident in which students dropped a mattress on a residence warden as a "joke".

Jewish refusniks call for help from abroad

Soviet Jewish scientists and scholars, excluded from normal academic life after applying to emigrate to Israel, have called upon colleagues abroad for help.

Last week, the special scientists' colloquium at the world congress on Soviet Jewry in Jerusalem heard a message from the Moscow group of Soviet *refusniks* scholars, which outlined a ten-point plan of ways in which the world academic community could help.

Datelines Purim 1983 (the Jewish festival commemorating the downfall of Haman, a persecutor of the Jews during the Persian empire) the plan stresses that such help should be given on the basis of scholar-to-scholar. The plan stressed that the *refusniks* are asking for neither charity nor prestige.

Proposed measures include: the sending of scientific journals and offprints to enable them to keep up with the latest developments in their field. (This is vital since they are debarred from academic libraries. If necessary, such materials can be sent through third parties, to circumvent official interception of their mail).

Help in getting their scientific papers published when they can send them to the West through unofficial channels.

Visits by Western scholars who go to the Soviet Union within the usual framework of official scientific conferences and exchanges, to the *refusniks* official seminars which the *refusniks* organize to try to fill the scientific vacuum in which they are forced to live.

In recent years these seminars have been subjected to increasing police harassment. In 1980, during the opening days of the Madrid "Helsinki review" conference Viktor Brailovsky, the organizer of the oldest and most prestigious of the semi-

nars, was arrested and has been exiled to Siberia. Since then, meetings of the seminars have been regularly prevented by police cordons around the planned meeting place, and by threats of violence. During the last few months, however, it has been found that when a visiting Western colleague plans to take part, the meeting is allowed to proceed.

Invitations to *refusniks* to participate in scientific conferences abroad are felt to be extremely important. Although it is virtually certain that no visa will be granted, they feel that this is a useful method of reminding the authorities of their existence.

The *refusniks* also asked scientists both as individuals and through international scientific organizations to keep up pressure on their behalf. During the last few years the position of Jewish scientists in the Soviet Union has been deteriorating, even if they have shown no desire to emigrate.

According to Dr Origory Freiman, one of the last mathematicians to be allowed to leave the Soviet Union, it is now so difficult for Jewish school-leavers to gain university entrance in mathematics, that within the next 15 to 20 years, there will be virtually no Jewish mathematicians in Soviet universities and institutes.

In one respect, however, a slight improvement has been noted in the last few months. Two years ago, the Soviet "higher attestation commissions" responsible for higher degrees, deprived several Jewish scholars of their PhDs, on the grounds that as "unpatriotic" persons they did not deserve this honour. A message from the Moscow *refusniks* indicated that the Soviet authorities have now abandoned this practice as a "tactical error", owing to the negative publicity it received among the world's academic community.

Sacked academics pass 30 mark

from Bernard Kennedy

ANKARA

The number of professors and lecturers sacked under martial law in Turkey ever the last couple of months has risen to more than 30. The latest dismissals came at Ankara University's political science faculty and at the Middle East Technical University just outside the capital. It was the first time METU had been affected by the purge, and the sacking of Professor Yakup Kepenek led immediately to seven resignations from the economic and administrative sciences faculty.

One of the founders, Herr Gerhard Klenke, said that at Herdecke patients would not be used as objects to practice on, as they frequently were at state teaching hospitals. "We are offering a course of study which prepares the doctor to respect human dignity."

Unlike state universities, which have two terms a year, the Herdecke university will operate a year-round system which means shorter holidays. The university is financed entirely by private subscriptions.

Justification has been given for these dismissals, nor has any of them led to further action by the authorities. However, it is clear that most of the dismissed, who also lose their pension rights and the right even to work for any kind of public body again, are suffering for political views they are presumed to hold.

Most of the sackings involve social scientists, although mathematicians and doctors have not been entirely spared.

Malaysians look East

by Ross Davies

Malaysia, upset by increases in British college fees, is meeting with encouragement from Japan in a "Look East" policy it is actively promoting among its students.

The Japanese have just agreed to provide the Malaysians with a grant of \$1.2m to build a Japanese language school on the campus of the University of Malaya at Kuala Lumpur.

Designed to teach students who wish to complete their studies in Japan (where 180 Malaysians are now enrolled) the school will have an up-to-date language laboratory. The Japanese are likely to provide additional funds to finance a two-year language course at the school.

Private boost for medicine

from Hasan Akhtar

ISLAMABAD

Prince Karim Aga Khan has established at Karachi in Pakistan its first private sector university which will — at first — concentrate on medicine and nursing.

General Zia-ul-Haq, Pakistan's president and the chief martial law administrator, presenting the university charter to the Aga Khan at an impressive ceremony on March 16, hoped that the Aga Khan University would encourage similar private investment by Pakistanis in higher education. Until now education has been organized entirely by the government in Pakistan which now finds it difficult to support and has been planning to partly transfer to the private sector.

General Zia expressed his lack of confidence in Pakistani universities and said although their number rose from two at the time of independence 35 years ago, to 19, they had failed to make any substantial and solid contribution in the field of research and development. He said that the research on Islam conducted by a faculty of the McGill University of Canada surpassed the total work of all the Pakistani universities.

Prince Karim Aga Khan underscored the importance of the location of the medical university in Pakistan saying it would be "a Muslim university situated near the geographical centre of the Muslim nation, a world community of the faithful, which stretches as far east as Indonesia and as far west as Morocco". Academic freedom, he further said, was in the truest spirit of Islam and without it, excellence could not be achieved.

A group of women students at a Pakistani university face disciplinary charges for violent behaviour. Six women of the Punjab University have been charged with unveiling a Purdah-observing female student in public and bending her up.

The alleged incident took place on March 1 at the Lahore city campus of the Punjab University.

Motivating the mandarins

Felicity Jones talks to Michael Lewis about life in administration

The view that the quality of our higher education institutions relies as much upon the calibre of the mandarins as upon the mentors is one in which Dr Michael Lewis firmly believes and which will no doubt colour his period as secretary to the Committee of Directors of Polytechnics.

In these difficult times of self-examination in the maintained sector, the need for skilful and even enlightened administrators has become apparent. Often, though by no means always, where a polytechnic or college has found itself in real difficulties, say over responding to the National Advisory Body's planning exercise, the fault can be laid at a weak management structure. Dr Lewis, in his diplomatic and good-humoured way, would argue that one of the ways to improve this state of affairs is to attract more able administrators by means of a better career structure.

"There is a need for professional administrators which is not always recognized in our polytechnics," he said. It was a source of surprise to him when he first worked in the sector as assistant registrar at the Polytechnic of the South Bank, how great was the divide between the academic and the administrative in the polytechnics compared to the universities.

The fact that the administrators in polytechnics are paid on local government officer rates is, he thinks, at the root of the rift between those on the academic front who are paid on the Burnham scale. And apart from the real differences which he accepts between the university and polytechnic sector, he nevertheless sees it as a source of friction that this disparity should exist.

"If you want good administrators with a proper grasp of the academic issues, then you have to make the job more attractive and you cannot improve upon the present position without providing a 'good career structure', which is the duty of any

employer. Teaching staff in a polytechnic can expect these rewards but not non-teaching staff," Dr Lewis said.

It might not be too unfair to say that his own career is in some ways a reflection of that lack of career structure. After gaining his degree in geology at Balliol, he spent several years on the fringes, trying different jobs out and indulging his passion for travelling the world. He worked for a year in the mining branch of United Steel, one of the largest steel companies at that time, before deciding that his heart was really in middle Jurassic limestones which led him to accept a research studentship under the late Professor Taylor at Kings College, University of London, which enabled him to study coral, the raw material of that particular geological stratum.

Happily that involved him working out in the Seychelles. On his return he worked for three years as an assistant lecturer in geology at Glasgow University. But he wanted to see more of the world, so he joined the British Council as a general liaison officer which took him to Calcutta doing science liaison work with research organizations and schools. But with the emphasis on the "general" as well, he was involved in the cultural and social aspects of the council's work, such as handling the cultural visit of a London ballet company.

It was when Michael Lewis was posted to the Benelux countries in 1973 that he first came across the burgeoning polytechnic. "There was tremendous interest in Europe at that time in their development and similarly as a country we wanted to know more about technical education on the continent. So there was a lot of parallel creative work going on."

The period with the British Council left him with the belief that it was important to maintain those informal links between Britain and overseas countries. "The council does a lot of worthwhile work, fostering goodwill

abroad and all the things which the public pays lip service to. It promotes a tremendous amount of good which it is very hard to measure."

The contact made while he was in Amsterdam led naturally to the South Bank, where he had run a training course and had had some contact with engineers who went out. The time at the polytechnic was marked by the amalgamation with Battersea and Rachel McMillan colleges which involved him in the revision of the memorandum and articles of association. "A general administrator, which I was, meant applying oneself to different problems in different environments. Though, of course, the amalgamation had traumatic consequences in human terms."

The unusual position of technically being employed by the polytechnic but having a salary determined by the Inner London Education Authority, as a company limited by guarantee, struck him and helped to form his strong views on administrators' career structures. Certainly the post as assistant registrar at the Council for National Academic Awards was attractive because it was more highly paid. The work involved the validation of research degrees and some institutional review; these functions are separate now.

He believes that the council needs to relax its stranglehold on the polytechnics. "For the very best of reasons, it tended to concentrate too much on the regulatory aspects of research degree work, to the extent of giving pretty firm guidance on the structure of the committee which it approves to register research in institutions on its behalf rather than on the whole environment and facilities."

"I still think there is a need for a regulatory role. The CNA has to ensure that institutions themselves can responsibly. But the council, in determining its future role, needs to ask certain questions about at what

stage it is appropriate to say that an institution has done a good job well and therefore as an expression of confidence, the council gradually relaxes control and defines a new role for it."

He became registrar at Oxford Polytechnic in 1980 under what he describes as the charismatic directorship of Brian Lloyd, now chairman of the Health Education Council. "These have been very difficult times for the polytechnic. Since 1978 it has held student numbers down and more or less held to the target within local authority allowances. "And then there was the big deficit in the centre's operations to solve. A canteen must be provided not just because people have to eat but because it is part of the corporate life of an institution and the staff have a right to have somewhere to go." He recalled the many meetings with the National Union of Public Employees because catering staff jobs were threatened and industrial relations became "very sensitive".

It took two years, made worse by the local authorities' refusal to carry the deficit, to restore the service to a sound footing. The appointment of a capable catering officer was, in his eyes, a crucial step on the road to recovery.

On the whole, he leaves Oxford with the belief that it is a successful

run classes for vocational courses but roughly on a par for the non-vocational. Several other initiatives have been attempted to fit the college's output to the needs of the local community. While a conscious decision was taken not to offer courses specifically for the unemployed, more flexibility has been introduced in what Mr Oorton terms "roll off" programmes which can be joined or left in midstream as employment opportunities arise for the students. The pattern of the academic year has been altered so that the centre is open 50 weeks of the year, seven days a week. The premises are available for a wide variety of local groups.

Mr Oorton freely admits that both the centre's finances and its activities have been chaotic at times. "At the start, the students put up with murder - much more than I would have been prepared to accept - without complaining," he says. "They would arrive not knowing where their classes were taking place or even whether they would take place, but we have settled down now."

Plainly, the students have not been put off since they are arriving in record numbers from towns well outside the immediate catchment area. They like the availability of so many courses for daytime study but they also like the atmosphere of the centre, where staff have made an effort to create a college environment with a bar and refectory for students to meet.

The finances, too, are now somewhat more under control, although the centre remains at the mercy of the local authority as far as the largest single source of income. A start has been made on the pressing business of re-equipping in some areas and restoring the fabric of the premises.

Constant fund-raising activities are beginning to pay dividends, which is as well since they may have to provide an increasing proportion of Malvern's income. But Mr Oorton hopes that the centre will be on a firm financial footing before its licence (which is renewed annually) reaches the end of the five-year period it was promised by the county council.

As big a problem will be Mr Oorton's ability to cope with the huge workload imposed by the single-handed administration of the college.

Those contemplating a private future for an institution facing the same may regard Malvern's experience as a cautionary tale rather than an encouragement, but it has shown that, with enough goodwill and a lot of help from its friends, it is not impossible to go it alone.



Michael Lewis
... You cannot improve upon the present position without providing a good career structure.

The honest heretic

On the 250th anniversary of Joseph Priestley's birth, Jennifer Tann reassesses the life and achievements of this multi-talented man



Joseph Priestley: 1733-1804.

The 250th anniversary of the birth of Joseph Priestley fell yesterday. Born on March 13 1733 (old-style calendar), the eldest child of Jonas Priestley, a Yorkshire cloth dresser, and his wife Mary, Joseph Priestley is primarily remembered as an eminent chemist; not merely as an independent discoverer of oxygen but for his work on many other gases. He is remembered as a physicist too, being elected a fellow of the Royal Society for his work on electricity. This alone would be sufficient to ensure him a hallowed place in the annals of science but his work covered many other fields. He was an educationist; a linguist - he read and wrote in several of the ancient and modern languages; he was a religious leader (this is how he wished to be remembered), and he was an ardent advocate of freedom of the individual conscience.

"Because such men as Joseph Priestley lived," wrote T. H. Huxley, "truth and right have been augmented and falsehood and injustice have been weakened for all time." Coleridge called Priestley a "patriot and saint and sage". William Wood who preached his funeral sermon described him as "a bright and shining light". Benjamin Franklin, on the other hand, while not doubting Priestley's obvious sincerity, called him "the honest heretic", while others he was a "fellow of treasonable mind". Pursued out of Birmingham by a mob in 1791, he sought refuge in the houses of several of his friends in Leeds. It is timely to consider this man and his work on this anniversary.

Priestley is depicted in a number of portraits, medallions and statues. He was slim but large boned and in profile the left and right sides of his face appear to have differed markedly. He "often smiled but seldom laughed", he was a good houseman, a vegetarian, a devoted family man who would write in shorthand by the fireside with his wife and children and in the pulpit "his voice and manner were those of one friend speaking to another". His prodigious output of publications was achieved by a methodical allocation of time: he worked with his watch before him and when the allotted time was up immediately turned to the next task. He was said by Mary Anne Schinckel-pennick "a man of admirable simplicity, gentleness and kindness of heart, united with great acuteness of intellect... He indeed seemed present with God by recollection and with man by cheerfulness."

Priestley's mother died when he was seven years old and, from the age of nine, he was brought up by a childless aunt, a strict Calvinist. He was educated at Bartley Grammar School and by various tutors, being destined for the Calvinist ministry. Ill health intervened and an uncle proposed that he enter a counting house in London when his health improved. Accordingly Priestley began to teach himself French, German and Italian in order to write business letters for his uncle and at the end of 1751 he entered the dissenting academy at Daventry. The important role of dissenting academies in eighteenth-century education is well known. Not only did they provide alternatives to the university education denied dissenters by the Test Act of 1673, but the balanced curriculum containing practical subjects such as mechanics, natural philosophy and modern languages besides mathematics, classics and theology, fitted the scholars for active careers in business and commerce besides the dissenting church. From Daventry Priestley went as a dissenting minister to Needham Market, Suffolk. This was not an unequalled success. He offended his congregation with his Unitarian views, he was too intense and scholarly for his congregation and refused to accept financial assistance from those with whose views he disagreed. To make matters worse, he stammered. He moved to Nantwich where he combined his religious duties with establishing a school and in 1761 he took up the post of tutor to modern languages and belles-lettres at Warrington Academy. Among the pupils there was William W. Wilkinson, brother of the ironmaster John Wilkinson. Mary Priestley married in 1762.

A steady flow of publications came from his pen - works on language, grammar, a huge *Chart of Biography* and *Essay on a Course of Liberal Education for Civil and Active Life*.

in which he displayed his broad syllabus blending religious, intellectual and utilitarian stands to produce an integrated study including Latin, English, French, mathematics, physics, chemistry, history and geography. It was for his contribution to the field of education that Edinburgh University conferred on him the degree of LLD in 1764.

While at Warrington, Priestley made the acquaintance of the Liverpool merchant Thomas Bentley, his partner and friend Josiah Wedgwood, Benjamin Franklin, Sir William Watson, John Canton and Richard Price. Franklin encouraged Priestley in his work for a *History of Electricity* (1766) which was intended to be part of a larger general work on the history of experimental philosophy. He was drawn into "a large field of original experiments" and on the strength of this was elected FRG on the proposal of Franklin, Canton and Price. Five editions of the work on

simply as possible, the delight in discovery being apparent. By this means Priestley could "contribute more to make other persons philosophers which is a thing of much more consequence to the public". Scientists and educationists were at one. Priestley began to work on gases in Leeds through the opportunity provided by living next to a brewery and the ready availability of quantities of fixed air (carbon dioxide).

"When I began these experiments I knew very little of chemistry and had in a manner no idea on the subject before I attended a course of chemical lectures in the Academy at Warrington... But I have thought that upon the whole this circumstance was no disadvantage to me; as in this situation I was led to devise an apparatus and processes of my own adapted to my peculiar views."

But despite Priestley's avowal on the priority of the Christian ministry



ABOVE: Fair Hill, Priestley's Birmingham home with its purpose-built laboratory. It was owned by the Quaker banker Sampson Lloyd and burned by rioters in 1791. RIGHT: A contemporary view of the "fellow of treasonable mind".

electricity appeared during Priestley's lifetime. After six years at Warrington Priestley went to Leeds as minister at Mill Hill Chapel. His priorities were made clear at this stage in his career, for with his major scientific work still in the future he claimed: "I can truly say that I have always considered the office of a Christian minister as the most honourable of any upon earth." It was while at Leeds that he crystallized his Unitarian views but he also published a companion volume to his history of electricity: *History and Present State of Discoveries relating to Vision, Light and Colours*. It was probably this work which prompted Banks to invite Priestley to join James Cook's second voyage to the south seas as astronomer. The invitation was withdrawn, however, on account of his religious views.

Ignorance of a field of scientific knowledge did not deter Priestley from embarking on experimental work. Watt had some disparaging comments to make on his scientific methods, referring in a letter to Joseph Black to an experiment conducted by Priestley, "in his usual way of groping about". Yet Priestley never attempted to disguise his ignorance and his scientific papers were deliberately written up as clearly and

While no open argument arose between Priestley and Lord Shelburne, a move appeared prudent and in 1780 Priestley and his family moved to Birmingham, to a house belonging to the Quaker banker Sampson Lloyd. This was the first of Priestley's residences to have a purpose-built laboratory.

One of the extraordinary features of Joseph Priestley's life is that while he only rarely appeared to have been able to support himself and his family, his friends and kin consistently and over a long period supplied him with money and the other essentials of a cultivated life. His contract with Lord Shelburne provided £250 per annum, a house to live in and a certainty for life in case of his death or separation from him, besides £40 pa for expenses incurred in his philosophical inquiries. On his removal to Birmingham, Priestley received allowances from Mr Taylor of Shrewsbury, Mrs Rayner and Dr



RIGHT: A contemporary view of the "fellow of treasonable mind".

Fothergill bested a group of 14 Midlands benefactors who included Josiah Wedgwood, William Strutt and Samuel Galton. He was assisted with large sums at various times by his brother-in-law, John Wilkinson, and with materials for his experiments by Mr Parker of Fleet Street, London, and Josiah Wedgwood who supplied vessels and tubes of glass and pottery respectively. William Russell, probably his closest friend in Birmingham, always made a horse available to the Priestleys.

Priestley was a member of that most celebrated of provincial philosophical societies, the Lunar Society of Birmingham, dedicating his *Experiments on the Generation of Air from Water* (1783) to his fellow members. With fellow "lunatics" William Withering, Erasmus Darwin, James Watt and others, he could discuss matters scientific and philosophical appreciating that while members sympathized with many of his radical ideas, they did not share his religious views. His removal to Birmingham was, in every way, highly favourable in every object. I had in view philosophical or theological! (Autobiography of Joseph Priestley, reprinted 1970). Of all the Lunar Society members, Priestley had the

greatest opportunities to pursue scientific interests. "It would," wrote Wedgwood, "be a pity that Dr Priestley should have any cares or cramps to interrupt him in the fine vein of experiments he is in the midst of." Indeed, when he was invited to become minister of the New Meeting in Birmingham, it was made clear that his duties extended solely to officiating on Sundays. Yet, despite the opportunities for scientific research in Birmingham, Priestley did not make further major discoveries.

He became embroiled in public political and theological debate, his friends urging him to confine his attention to science to no avail. The question of dissenters' attempts to obtain the repeal of the Corporation and Test Acts was taken to the pulpit by both the Anglican and Unitarian clergy in Birmingham between 1785 and 1787. Dissenters were accused of being seditious, clamorous and violent while Priestley accused the rector of St Philip's of lacking meekness and gentleness and of chasing shadows. He continued faithfully:

"Now my good friends and neighbours, I am not actually a madman - all the gunpowder that manure is contained in such pamphlets as this that you are now reading."

Priestley admitted that he courted, indeed, provoked, opposition "because I am sensible it is the only method of discovering truth". Again he used a gunpowder metaphor likening the demolition of error and superstition to laying gunpowder under a building. Shortly before the third application for the repeal of the Test Act in February 1790, Priestley was depicted in a political cartoon leaning over the side of a pulpit with flames coming from his mouth, expanding into columns termed Atheism, Deism, Socinianism and Arianism.

A widespread view that Priestley was misguided in his religious views developed into fear with the rumour of his allegiance to the idea of the French Revolution. In view of the heat already generated in the pamphlet war, Priestley's membership of the Constitutional Society founded in Birmingham in 1791, was indiscreet to say the least, if not stubbornly shortsighted. Only at the last minute was he dissuaded from attending a dinner on the second anniversary of the storming of the Bastille. This did not prevent a crowd from gathering and breaking the inn windows, burning the two chapels known as New Meeting and Old Meeting and on the following day Priestley's house, Fair Hill. The "Priestley Riots" lasted five days during which the houses of a number of other radicals were burned. Priestley and his wife escaped to London but the pamphlet war continued. Antagonists claimed that everything in Birmingham had "moved in perfect harmony and order... till you, like a noxious planet, approached towards it". Priestley mildly rebuked the rioters, "can you at a such conduct as yours any recommendation of your religious principles in preference to ours?"

Of the fact Priestley was emotionally hurt by the riots there can be little doubt. He expressed his lack of attachment to a country "in which I have neither found protection nor redress" yet what distressed perhaps more was the destruction of "the most truly valuable and useful apparatus of philosophical instruments that perhaps any individual in this or any country has even possessed of... you have destroyed manuscripts which have been the result of the laborious study of many years."

The underlying causes of the Priestley riots have interested historians for years while the work of G. P. Thompson, G. Rude and other on eighteenth century crowds has thrown new light on the rationality of mob behaviour. Rioters directed their destruction against the "more liberal dissenters, not the Calvinists". Priestley suggested that the property of dissenters was a source of envy which added to religious bigotry, served to influence the crowd. The riots ended the riots in terms of national loyalty and the "abhorrence in which the principles of a republican system of government are held by the public at large". The cause of justice was certainly obstructed both locally and nationally as R. B. Rose has

continued on page 10

Output after the cuts

The priorities and methods of implementation of the University Grants Committee cuts have been a matter of continuing debate. At last the impact in terms of student numbers can begin to be evaluated. The consequences for engineering and technology do not seem good. Official policy has been to protect and indeed increase student places in engineering and technology, yet the Universities Central Council on Admissions data show the 1982 figure to be nearly 5 per cent lower than in 1981 and 1980, and even below the 1979 intake figure. For example, the 1982 intake in electrical engineering was 2,657 home students, a fall of 174 since 1981. Home admissions to aeronautical, chemical and civil engineering, metallurgy and combined engineering courses also fell, as did those to computer science. By contrast, increased intakes were to be found in biology, biochemistry, physics and chemistry, as well as in town and country planning, oriental studies and archaeology.

At the Institute of Manpower Studies we regularly monitor these trends in graduate supply and demand. As in previous years, we have used the annual UCCA admission figures to project university graduate output figures for the period three years ahead to 1985. This has been done by making allowances for wastage rates from courses and course switching. Previous projections have shown this method gives a good degree of accuracy. The projections cover the main subject groupings and individual engineering, technology, and science subjects, as well as providing estimates of the number likely to be available for work.

Table 1 shows the resultant output figures (1978-81 actual, 1982-85 projected) for home students in the main subject groupings. The peak output will be 1983. The most worrying feature, in economic terms, is the decline in engineering and technology which falls from a peak output of 8,344 home students in 1983 to 7,923 in 1985. This fall of nearly 5 per cent is concentrated between 1984 and 1985 suggesting that the cuts hit this subject group last.

Of more relevance to recruiters are, however, the

Richard Pearson monitors trends in graduate supply and demand

trends for individual subjects. Table 2 sets out the projections for some of the key engineering, technology and science subjects. Here we can see that electrical (and electronic) engineering, possibly the key vocational discipline, will have grown by one third since 1978 to a peak in 1984, but then falls back by over 6 per cent in 1985.

Mechanical engineering, regarded as another key discipline, shows a higher growth pattern between 1978 and 1982, and then stays at a plateau through to 1985. Civil engineering will have been in continual decline since 1979, output falling by over 25 per cent. Most of the other engineering disciplines show a slight decline in 1985.

On the science side one of the key growth subjects has been mathematics, where over one third of the students now specialize in computer studies. The numbers here will have grown by 50 per cent since 1978 but again start to fall back in 1985 for both the straight mathematics and the computer studies groups. Most other science subjects continue their growth in output into 1985. Not all of these graduates will, of course, be seeking, or indeed available for, employment. A significant proportion, up to 40 per cent, will go into research and further training while others are sponsored. What is important, of course, is the trend and not the precise numbers.

When relating output to changing employment opportunities we must of course add the about one in four of all the new graduates qualifying in any one year. In 1981 their graduates represented an important increment of over 30 per cent, for electrical/electronic engineering and mechanical engineering. Unfortunately, detailed admission fi-

gures are not available for these groups so similar projections cannot be made through to 1985. The polytechnics have, however, significantly increased their intakes for many courses in the period 1980-1982, and will compensate for some of the university cuts back in the longer term.

At present unemployment is affecting all types of graduates, although demand for electronics and computing specialists is holding up. Any upturn in the economy will affect these groups first and with output static or falling, we will quickly return to the cries of shortages heard by the recruiters in the late 1970s, when it was estimated that there were two vacancies for every graduate in electronics.

History since the 1960s and earlier has shown us to be on a switchback in terms of the rises and falls in output of the key vocational disciplines, engineering in particular. A separate but equally important issue has been that of quality. The issues and solutions have been widely debated. Student interest has been over-sensitive to short term market signals. Industry has in the past shown erratic recruitment patterns and needs to maintain more consistent recruitment policies and give appropriate market signals. The reduction in recruitment in the late 1970s, partly created by the shortage of good candidates, has now fed through the system so that the key group in demand are those with three to six years experience. Finally, public policy needs to clarify its priorities and direction in accounting for the "economic" need to relate higher education to employment prospects for the full range of subjects. For many, indeed the majority of jobs, the subject taught is not important to employers. However, within key vocational areas the discipline is critical. Surely over 80,000 graduates per annum we should not be underproducing in key disciplines such as electronics and computing graduates.

The author is a member of the Institute of Manpower Studies, University of Sussex.

Actual and projected output of university graduates 1978-1985. Main subject groupings* home students only

	1978	1979	1980	1981	1982	1983	1984	1985
Engineering and Technology	6,555	6,990	7,247	7,707	8,032	8,344	8,314	7,923
Agriculture, Forestry, Veterinary Science	995	1,165	1,282	1,290	1,289	1,283	1,283	1,218
Science	13,856	15,020	15,997	14,703	16,210	16,126	16,041	15,855
Social, Administration and Business Studies	15,763	16,287	16,616	17,344	17,767	18,086	18,079	18,096
Arts, Letters and Languages	1,000	957	996	1,003	1,109	1,160	1,115	1,136
Medical and Health Sciences	7,266	8,227	8,562	8,798	8,922	9,192	9,738	9,537
Other Arts	8,344	8,676	8,777	8,708	8,630	8,614	8,604	8,026
Total	62,260	64,014	65,287	67,145	68,221	69,823	69,822	66,762

*Projections have not been made for education where many students transfer onto degree courses, and medicine where first degree courses are more variable in length. Comparable data for home plus overseas students is given in Appendix 1.

Actual and projected output of university graduates 1978-1985. Some key engineering and technology and science. Home students only

	1978	1979	1980	1981	1982	1983	1984	1985
Chemical engineering	373	470	548	576	681	684	703	640
Civil engineering	1,440	1,630	1,691	1,490	1,306	1,282	1,123	1,115
Electrical engineering	1,683	1,656	1,627	1,755	1,800	2,098	2,124	1,993
Mechanical engineering	928	1,026	1,136	1,260	1,364	1,263	1,232	1,267
Metallurgy	330	250	250	290	285	263	274	256
Other general and combined engineering	744	850	788	834	890	968	1,033	967
Biological Engineering	1,415	1,618	1,487	1,500	1,604	1,744	1,548	1,726
Mathematics (incl computer studies)	371	665	949	934	907	807	816	656
Physics	2,678	2,767	2,808	3,019	3,284	3,383	4,072	3,966
Chemistry	1,710	1,718	1,840	1,933	2,129	2,392	2,533	2,424
Geology	1,731	1,821	1,698	1,987	2,020	2,141	2,185	2,188
Total	729	714	781	787	718	732	787	863

*Includes approximately 35 per cent computer studies graduates, a proportion which has been rising in recent years.

In the first of two articles Geoffrey Lockwood examines the internal

The fundamental purpose of universities (the creation and transmission of knowledge through research and teaching) requires a degree of institutional independence. The roles of universities as consumers of resources (human and financial) and producers of trained manpower and knowledge require degrees of accountability and responsiveness to society. A key task of management at the institutional level in higher education is to balance those conflicting requirements, and relate internal structures, activities and plans to external needs and demands.

These external pressures and constraints are numerous. Universities need to economize. They should make their teaching and research more relevant to the requirements of the economy. They should be more democratic in their government. They should serve the local community. The relationship between universities and industry should be closer. Universities ought to be more positive in providing opportunities for the mature, the disadvantaged, and so on. These and many other, often contradictory, demands are frequently made of the university. They are predominantly external in origin although each has some degree of internal advocacy.

The unexpressed assumption common to those demands is that the university is an entity which possesses the ability to plan and to implement change; that it is an integrated organization in which once the management has accepted the validity and priority of a demand, resources and people are allocated to it and are controlled to ensure that they fulfil it.

A contrary assumption is that the "university" to which demands are addressed is a small group of people who possess limited powers to steer the institution. In this assumption the governing bodies and the senior officers of a university possess massive responsibility for the way in which the university is run, but they do not have commensurate authority because they are not the university. The few people who form the government and management of a university at any one time are the sub-absorbers in the system in between the external pressures for change and the internal institutional resistance.

In this article the sources and directions of external pressures and the current limits on internal management are outlined. Next week suggestions are then put forward for increasing the effectiveness of university management.

The force and direction of external pressures stem from basic national factors. Economic performance, demographic trends, changes in social structure, technological change, political complexity and stability, underlie all of the pressures. Changes in these factors not only have direct effects upon the functioning of universities (changing the resources available to them, the markets upon which they depend and their production methods) but create or condition the views of external bodies about the educational, social and economic roles of the university.

The purpose of these articles is not to examine the nature of those factors but to indicate the multiplicity of the conduits through which such changes are filtered and expressed as pressures upon the university. The primary sources of external influence upon the university are: Parliament, Government, Department of Education and Science, public opinion, research councils, local authorities, Committee of Vice-Chancellors and Principals, trade unions, professions and peer groups, industry/commerce, and student demand. There are many other sources, ranging from the European Economic Community to the Equal Opportunities Commission, but these are sufficient for illustration.

The relative importance of these sources clearly varies as does the consistency of their aims, and none of them is independent. The sources are related to their connection to the basic national factors referred to above and also to their functioning: to take a simple example, the

character of universities and the growth of external pressures. Next week he will discuss how universities can adapt to the changing circumstances of the 1980s.

Managing the crisis

switch in the reporting relationship of the UGC in 1964 from the Treasury to the DES not only stemmed from a confluence of pressures but resulted in changes in the impact of pressures upon the university from a variety of sources. The fabric of the external environment therefore faces university management at the institutional level with a multiplicity of external sources of influence and pressure.

Further features of those pressures are that they frequently conflict and are usually difficult to monitor. The fact that they conflict is too obvious to illustrate but the difficulty in monitoring them is less understood. An example concerns the effect upon universities of the flexible and closed nature of internal UGC decision-taking. Although the UGC collects detailed information and views from the universities, it is not open about the way in which it uses that information. There is generalized information in the UGC's reports, in the occasional article by a member of the secretariat and in the assessment of external analysts. But bow in the crucial decisions on an individual university (eg the size of its grant and the extent of its growth) the various quantitative factors (unit costs, economies of scale, space utilization and capacity etc.) are weighted with other performance indices (applicant demand, student wastage, research quality and quantity) and with the views formed by UGC committee members on their visits to universities remains unknown. It is appreciated that such decisions, which involve multiple criteria and value judgments, cannot be explained in detail. Universities recognize that fact in relation to their own decisions on student selection and assessment, staff appointments etc.

However, particularly in view of the small amount of feedback universities obtain from society at large, even such a strong supporter of the UGC as I have to say that the degree of uncertainty about UGC criteria makes it very difficult for universities to act with political rationality in attempting to maximize their income and development.

To take another example in order to avoid the post-1981 controversies, the quinquennial submissions for 1972-77 illustrate the difficulties in guessing at the factors which might influence the UGC. In effect the decisions of the UGC on capital projects in the late 1960s had largely determined the allocation of development money for 1972-77, the recurrent money for 1977-82, the money had to fill the gaps. The physical capacity already created by the UGC. A university with no spare capacity, no matter how good its academic quality and economic costs, would have attracted student numbers and recurrent development money that would have required the UGC to finance new buildings.

Yet nothing of this was mentioned by the UGC in the detailed guidelines which it issued to the universities before each of them undertook the stressful and time-consuming exercise of drawing up detailed quinquennial development plans. An absence of sufficient knowledge of the range of criteria used by the UGC makes it extremely difficult for the individual university to plan and in that situation it becomes defensive or reactive. It is a game with few rules to be played permanently against an opponent possessing considerable power and influence (not least to change the rules) it is best to be cautious.

It is worth pointing out that not all of the external sources are involuntary. The relationship with government (through the UGC), the research councils and other bodies represents the main compulsory set of external relationships but universities in the United Kingdom have also created a set of voluntary coordinating bodies to present a common face in dealing with government and other bodies such as trade unions. The principal body is the Committee of Vice-Chancellors and Principals whose influence upon individual universities is considerable.

If institutional management faces the problem of dealing with multiple external sources of influence, interrelated but often conflicting and frequently difficult to judge sufficiently finely or in time to respond, what does it face internally?

As Clark Kerr has pointed out universities are among the oldest continuing institutions. They have evolved in nature and form over centuries. It is possible to see the influence of the medieval universities; the professional training function of Bologna, the magisterial style of Paris and even the collegiate ethos of Oxford and Cambridge.

Similarly the succeeding influences of the research-based German universities and the lay and civic involvement patterns of the British universities in the nineteenth century can be witnessed. Thus in any discussion of the nature of the university it is important to recognize the evolutionary dimension; the history of all universities is a strong influence upon any individual university.

That history has formed social attitudes to the university (eg expectations of objectivity in research, high standards in teaching) and the basic features built into the internal milieu (eg the concept of academic freedom, the structure of departments).

Those attitudes and structures, however, resistances to management control and thus history has built up the limits of influence of the institutional level upon activities in the institution. In its basic purpose the university is an organization; it employs labour and capital which generate the products of teaching and research.

Equally in those basic purposes it functions as a community both in that relationships among its current members have ends in themselves and in that it provides support and services for social cohesion. Similarly, it functions as an institution by the intrinsic nature of the values placed upon scholarship upon activities such as scholarship.

Each critical decision, whether it be to employ a new faculty member, erect a new building, change the teaching method of a course etc. is subject to conditioning by those "core" terms. Just as the activities of teaching, research and related functions are too complex, interrelated and intangible to enable their costs, values, performance etc to be fully assessed separately, so those activities require a complex and pluralistic form of organization at the institutional level.



process. The second and related feature is limited measurability. The outputs of the university are capable of only limited measurement and often only on a timescale of little use for planning purposes.

A third feature is the mixture of autonomy and dependency in the relationship of the university to society; although they are legally accountable to and economically dependent upon society they are also protected from society in regard to key functions, for example academic freedom, and have few positive market or other feedbacks from society in a form which can be used effectively within the university. Further, the work of universities questions and threatens existing orders and states within the society on which they are dependent.

Diffusion of authority - to quote Clark Kerr again "no one has absolute authority within the organization which has to 'operate through overlapping spheres of power and influence'. The fifth is internal fragmentation; the existence of a high degree of autonomy of internal units based upon professionalism, specialization, tradition, and the nature of activity (there are relatively few corporate tasks within the university). Burton Clark has stated that the primary operating units, generally known as 'disciplines', comprise a whole field of basic or applied knowledge. Disciplines are sub-cultural and process oriented, with roots that run deep and wide, not mere administrative categories which can readily be fused to fit a neat chart. This produces an uncommon centrality of each unit, compared with organizations in other domains. Each unit can claim primacy in a front-line task."

Thus the multi-formed essence of the university combined with a range of specific features makes it unique as an organization. Baldrige put the matter strongly in "the organizational characteristics of academic institutions are so different from other organizations that traditional management theories do not apply to them."

The nature of the above basic features determines the organization and processes of the university. The structure of the university is a combination of three frameworks, those of units, committees, and officers, which are sometimes confused with the production, governance, and administration functions.

In regard to the units of organization, the structure of base units is complex; units are protected by professional competence, and are fragmented from committee to committee, vary in size, and have a high number of small units. The units share few corporate tasks compared with most other forms of organization yet they are linked by cross-memberships; it is always difficult to create cells with exclusive membership in a university.

Formal groups operating in the "community" and "institutional" elements of the pluralist university interact with and condition the work of formal units, within the "organizational" element. Those groups can be based upon class of membership, common interests etc and many of them can be characterized in terms of what David Reisman called "veto

groups" and which Baldrige described as "groups in a complex society that cancel each other out, that can stop action, and that rarely cooperate enough to accomplish anything."

However, by far the most popular category of submerged groups are the research groups. Although this second of the two main functions of the university finds its way on to formal agenda when individuals are being assessed for promotion, or when it takes the form of an identifiable research centre or occasionally when a specific space has to be made over to it, research is the hidden agenda of the formal organizational structure. Yet research, particularly in the experimental subjects but by no means exclusively so, is partly for that reason that in the permanent and complex university the judgments are reached outside the organizational arena or in a disguised form.

The fragmentation and relative independence of base units is not a factor entirely within the competence or jurisdiction of the university. Base units have direct external relations and support. The relationship of an academic department to the discipline or profession outside the university is obvious. But such external supports are not restricted to the academic departments; the students' union, the library, the computing centre and so on also possess supports beyond the institutional boundary.

The independence of basic academic units, in particular, is highly resilient, partly because of their size and internal cohesion and partly because of external supports; the strength of those basic units provides clear limits to effective institutional authority and management (and thus to "top-down" innovation) unless that authority is merely the transmission into the university of external requirements (eg implementation of national legislation). Institutions that traditional management theories do not apply to them.

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The honest heretic



ated in discovering oxygen by a fellow phlogistonite, the Swedish chemist Scheele (c 1772) and shortly after Priestley's independent discovery.

theory of the facts that he discovered. But the facts established the basis for further scientific work by others.

It was, however, as a theologian that Joseph Priestley wished to be considered. His son wrote: "His chemical and philosophical pursuits served as a kind of relaxation from his theological studies." While this might conjure up a picture of a gloomy fanatic, this would be misleading. Priestley was cheerful, kindly, even impish (he is reputed to have thrown his wig away with great delight when embarking for America). In his public life he was variously revered, respected, feared and hated, while in private life he was respected and loved. The combined talents of the Lunar Society embraced the natural and physical sciences, mechanics, philosophy, education, literature and commerce. In no one member were so many of these interests represented as in Joseph Priestley. As T. H. Huxley said on unveiling Priestley's statue in 1874:

"If the nineteenth century is other than the eighteenth, it is to him and to such men as he that we owe the change. If the twentieth century is to be better than the nineteenth, it will be because there are among us men who walk in Priestley's footsteps."

The author is reader in modern economic history and co-principal investigator at the Social Science Research Council, University of Sussex.

continued from page 9 indicated (*Priest and Progress*, Vol 18) and accusations were made of government complicity.

Priestley went to London after the riots and although invited to settle in France, he sailed for America in 1794, a year after his sons. There he continued to maintain an active interest in matters scientific but his pen was not active in the field of theology. He died at the home of his eldest son in 1804.

Richard Kirwan, FRS, explained Priestley's contribution to science:

"To him pharmacy is indebted for the method of making artificial mineral water; metallurgy for more powerful and cheaper solvents and chemistry for discoveries which have now modelled that science."

Priestley's reputation as a scientist rests chiefly on his many and important contributions to the knowledge of the chemistry of gaseous bodies. Lacking the scientific training of Joseph Black or the leisure and wealth of Cavendish, he used native wit to construct apparatus out of everyday kitchen equipment. The irony is that Priestley who by the discovery of oxygen established the basis for the study of combustion, respiration and the composition of water actually fought against the inference of his own work. He was one of the staunchest believers in phlogiston even when his friends were having doubts. His last scientific work published in 1800, is entitled *The Doctrine of Phlogiston Established and that of the Composition of Water Refuted*. He was antici-

pat in discovering oxygen by a fellow phlogistonite, the Swedish chemist Scheele (c 1772) and shortly after Priestley's independent discovery.

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The author is registrar and secretary of the University of Sussex.

A major rise in application figures to the BEd last month is a clear sign that the danger which threatened the degree's existence following poor recruitment in 1980 is now past.

It is, however, a markedly different degree which is emerging from this critical period, and one which even further new developments cannot be disregarded as a result of deliberations by Her Majesty's Inspectorate and the Advisory Committee for the Supply and Education of Teachers.

Already as a result of government cuts, the qualification is being mainly concentrated in primary teacher training in the public sector, with an extremely limited secondary intake. It is likely too that in the near future four-year as opposed to three-year courses will become the norm.

But it is not only in the public sector that the BEd has had to prove itself and is changing as a result. In universities, where a common theme is the minimal provision of BEd courses, the degree has for some time been competing with, to some, the much preferred Postgraduate Certificate of Education.

At Exeter, where the school of education has one of the few sizeable university BEd courses in the country - there are 1,000 applications for 115 places - the 1980 crisis coincided with a major rethink which led to the creation of a completely new BEd four-year honours course, now in its second term.

Professor Ted Wragg, director of the school of education says that one of the major questions they addressed was whether the BEd stood up to scrutiny as a qualification, and whether professional courses of this type should be based in universities.

His answer and that of his department was a firm yes. He believes that on the whole the BEd can only be enhanced by being located in universities, because they attract higher grade students as well as high calibre staff who tend to gravitate to schools with a good reputation like Exeter's.

Other reasons which are peculiar to Exeter are that it carries out curriculum development and has a strong research base. For example, the results of its research on classroom management and skills among teachers have been widely reported.

Professor Wragg, who is incorporated in the construction of the BEd, adds: "In addition it has a very good reputation for teacher training and is the second largest school of education in the country with a majority of its students getting jobs as teachers."

Another important facet in the creation of a new BEd was that Exeter wanted to be at the forefront of professional developments. The new course can easily be said to have anticipated the HMI document on the content of initial teacher training and other less public documents being discussed at the moment.

Professor Richard Pring, professor of education at the school, says that both the involvement of the teaching

Stand by your BEds

profession in planning the whole course and the emphasis on school-focused work from the first year are undoubtedly two elements which anticipated the criteria laid down recently by the HMI.

In fact Exeter's BEd has some very unusual elements, one of which is school experience from the very first term and throughout the year. Second, teaching practice has become one of the "pillars" in the degree and is being assessed on that scale. Third, a new area, school-focused study, has been introduced which enables students to do specific projects in schools and is also being assessed as part of the degree.

In addition the school of education's BEd consists of a physical education course which Professor Wragg says may well revolutionize the study of the subject in this country. A broad science course in which the first two years consist of a core of subjects beginning with astronomy and a junior/middle course which was entirely devised with the cooperation of heads of local schools.

Basically the BEd comprises the study of two subjects in years one and two, except for junior/middle students who take the special 1/2 course instead of the second subject. This includes educational studies where a deliberate attempt has been made to minimize the formal teaching of educational theory.

This is followed by long teaching practice in the first term of the third year. By then students will have decided whether they wish the papers they sit in their final degree to be based in favour of specific subjects, educational studies or to be evenly divided.

In addition in those years the study of education contains two obligatory and at least one optional component. This is designed where possible to meet the respective needs of secondary and junior/middle students. Although students will have to take nine papers to qualify as teachers.

Professor Pring points out that one of the most important aspects of the new BEd is the shared practice in school from year one. "From the very beginning, students are active with tutors sharing the practice and with tutors supervising or assessing them."

He added that this promoted a growing understanding of classroom work not based on textbooks, but groups and reflecting on what is taught in schools really means.

"This increased self-confidence and the discovery of one's own personal abilities and attitudes is probably more important at this early stage than acquiring teaching skills," he said.

In fact the introduction of school

Patricia Santinelli finds changes are being made at Exeter University's school of education

experience right from the beginning of the course was not a casual decision. The school decided the idea should be tested beforehand and ran a pilot study which ensured there were no "bugs".

Basically it means that from their second month in November students are already in the schools and are trying out ideas and testing what they have learnt in October.

Professor Wragg points out that no one who is not interested in teaching would survive school experience.

"It has the double-edged effect of reinforcing students' confidence and enabling those who are unsuited to teaching to find out at an early stage that their careers lie in another direction," he said.

His view is shared by the headmaster of Heavitree Junior/middle school who thought that school experience early in the first term both boosted the confidence of young people and sorted out sufficiently early whether they would make good teachers.

Professor Pring pointed out that school experience had already had an extremely good effect on his maths students. Coming at so early a stage it had forced them to communicate with children much more immediately as well as examining the practice of teaching mathematics much more closely.

"I think it is particularly valuable because they learn early on where their subject fits and relates to the rest of the curricula, and helps to lessen their tendency to isolate both themselves and their subject from the school's programme," he said.

Students on the whole agree that early school experience was valuable. Two junior/middle students said that although they had been frightened initially, they now rather preferred school experience to their theoretical studies.

In both cases they had been immediately accepted by the schools and had participated in a number of activities and ran their own projects for the children, one on particular countries, the other on the modern car.

In the same way as for school experience, Exeter plans to run a pilot study for teaching practice to test how guidance and assessment will work out before it is put into effect.

Professor Wragg points out that one of the reasons for making it an assessable paper in the degree is be-

cause one of the long-term criticisms of the BEd has been that teaching practice is not given sufficient recognition. Up to now it has been given a pass or fail but has been forgotten when the final degree has been awarded.

"I knew this and, therefore, I decided to get teachers and external examiners to assess it. They will award grades on an A to E scale where A is the equivalent of a first class degree and if you have high marks it will influence your type of degree."

Basically final teaching practice occupies the whole of the first term of year three. It forms a significant dividing line between the broader experiential work in years one and two and the more intensive academic studies in years three and four.

School-focused study as the third new element in the course is intended to enable the student who has completed his teaching practice and still has another five terms to keep in touch directly with the work in schools.

Professor Wragg says that its introduction answers yet another criticism of BEd courses. "Normally some 18 months elapse before the student starts to teach following his teaching practice. So we decided to bring in this new area where students are asked to find specific topics like slow learners or gifted children and study these to their advantage and that of the school," he said.

Students are responsible for negotiating their projects with teachers in schools, usually those where they completed their teaching practice. This work is also assessed formally as part of the degree.

The junior/middle course is another interesting aspect of the new BEd. Basically it was entirely planned with local teachers, as many as 50 came in for a whole day at a very early stage and right the way through a large number of East Devon primary heads of schools were involved.

Professor Wragg points out that they aimed for a junior/middle rather than a strictly primary course because of the demand created by the large number of such schools in the area.

Physical education at Exeter has been renowned for years, and its reputation is likely to be further enhanced by the novel approaches developed for the new BEd. The main responsibility for this lies with Martin Underwood, a tutor at the school who adapted research he conducted in a boys' comprehensive school for the PE course.

Martin Underwood is particularly keen to move away from what he considers to be a "scientific orientation" in most PE courses towards programmes which are more socially orientated.

"We are moving into an era in PE where different attitudes are needed, where teachers must be much more sensitive to children's needs and recognize their changing circumstances such as the much higher incidence of broken homes," Mr Underwood says.

Just half the contact time in PE is devoted to practical work where the emphasis is on teaching techniques and skills practices acquired through school experience in the second part of the first term.

During this period each of the 22 students will obtain experience of the main skills of gymnastics, swimming and ball games. From the beginning they are divided into three groups each of which is responsible for 20 children and they are expected to assess each other and produce a written critique which is then openly discussed.

The need to broaden both the education of future science teachers and the science curriculum in schools is the main reason behind Exeter's decision to introduce two years of "core science" which all students have to complete irrespective of their chosen specialisms.

The core consists of a broad spectrum from astronomy through earth sciences to life and physical sciences. Astronomy was chosen specifically because it was felt that this was an area the school curriculum ought to cover but could not because so few teachers had any knowledge of the subject.

According to tutors on the course, students have been somewhat flummoxed by this new approach and initially found it difficult because there were so many new ideas to consider. As a result a discussion period was introduced at the end of their practicals.

One of the positive achievements has been that students have found they are far more interested in the other science subjects and that there is far more relation between these than they had hitherto suspected.

Assessment procedures are still evolving. The science department is currently experimenting with course profiles. This consists of a list of statements ranging on a scale from excellent to obnoxious, and students are expected to indicate how they grade their knowledge and understanding.

This way the tutors hope to find the gaps in their knowledge and correct these before it is too late, especially as this tends to hold up students.

During the first two years, all secondary students also have to take an additional science course in which aspects of the core are studied in depth. In years three and four all students are expected to take a compulsory course in energy and minerals resources and chemical and the environment, as well as study their main specialism in either chemistry, physics or biology to reach A level teaching standard.

by Gillian Peele

The Pallidant: The Life and Times of Lyndon Johnson - the drive for power from the frontier to master of the senate

by Ronnie Dugger
W. W. Norton, £18.95
ISBN 0 393 01598 X
The Years of Lyndon Johnson
Volume 1: The Path to Power
by Robert A. Caro
Collins, £15.00
ISBN 0 00 217062 0

The last decade has seen a dramatic reassertion of congressional power which has made the contemporary American legislature unique among western democracies in its ability to exercise real and independent control over the substance and the detail of policy-making. The causes of this constitutional development are complex but one major factor was undoubtedly the sudden realization of the extent of the powers available to the modern presidency. The growth in the scope of the federal government's responsibilities and the position of the United States in the international arena made the powers and duties of the nation's chief executive correspondingly great. In the current American phraseology they appeared "simply awesome".

From a position in the late 1950s when liberals and reformers looked to the man in the oval office to provide leadership and integration for a system which was highly decentralized and prone to inertia, the 1970s saw the country's highest office transformed into an object of suspicion and even hatred. No president has served a full two terms since President Eisenhower and the popularity of modern presidents has hardly survived their election night parties. The debilitating sagas of Vietnam and Watergate obviously contributed much to this staining of the presidency, but so too did the personal life and idiosyncrasies of the two men who for 11 years occupied the White House and enjoyed what Johnson called the power to "mash the button". Only the erection of legislative restraints on the presidency by the passage of such laws as the War Powers Act of 1973 and the Budget and Impoundment Control Act of 1974 - as well as increased

attention to detail and to the needs of individual politicians, it was also the result of sheer energy and determination. The work for the 1940 congressional campaign was comparable in Caro's opinion to the transformation by Mark Hanna in 1896 of political contributions from a "matter of political begging" to a "matter of systematic assessment". Today, when academic commentators are prone to lament the decline of party in the fund-raising process, it is worth remembering that, long before the days of political consultants, the national party committee efforts to finance their campaigns were dependent on the availability of talented individuals like Johnson to organize the process.

What then do these two studies reveal about the present state of American politics and what reflections on the problems of the presidency are prompted by their minute examination of Johnson's career? The most obvious point which Mr Caro wants to make is that the elements of consistent ideology and principle were lacking in Johnson's make-up.

Lyndon Johnson would, as one acquaintance put it, "be found at no barricade". Yet what also emerges from the biography is the extent to which the political system is based upon pragmatism, self-interest and even corruption. The person with moral scruples who is unaware of the power of business and wealth will never reach the presidency because he or she will probably not make it to election as local dog-catcher.

Whatever the criticism heaped on Johnson as an individual and whatever he felt the presidency after his decision not to seek re-election, his presidency was the perhaps the last to combine a presidential quality with a coherent agenda. The professional politician may have been a wheeler and dealer despised by such "clean politicians" as Jimmy Carter, but the President Carter found it impossible to get any of his policies implemented even by a Democratic Congress. And, if the agenda of the Great Society now seems misguided, it is still the case that in the years of the 1960s blacks were finally given full civil rights and such innovations as medical aid for the poor were introduced in the face of opposition from vested interests.

Both biographies are enjoyable reading and Mr Caro's book is obviously a major contribution to our knowledge of Johnson's role in contemporary political history. But because both authors seem to wish that American society were different and that the idealism of the founding fathers permeated Texas and Tupperware Hall, the tone is perhaps misguided. Both books should be read in small doses and, if not with a pinch of salt, at least a touch of scepticism.

Gillian Peele is a fellow of Lady Margaret Hall, Oxford.

BOOKS

Building a party power base

lophony or ideology - or it seems scruples.

The ruthlessness of the young Lyndon Johnson on his path to power from the dirt hills of Texas through the Agricultural Adjustment Agency in the New Deal and the House of Representatives to his first and unsuccessful Senate race in 1941 is compelling but hardly attractive reading. As with the author's earlier excellent biography - a massive study of Robert Moses who used control of construction within New York both to build a power base for himself and to ensure that neither the blacks nor the poor benefited from the parks and the beaches he was so eagerly designing - the reader is sometimes forced to ask how such an unnatural, unpleasant and inhuman man could acquire power and keep it. The relentless piling up of infamy on infamy is thus occasionally counter-productive although it is a useful reminder that collections of interviews made by a library such as the Lyndon B. Johnson Library at Austin may have a built-in bias calculated to present the subject in a favourable light. Here at least the deficiencies of American oral history are corrected as a result of the author's assiduous interviews of Johnson's enemies as well as his friends.

Two recurrent themes emerge in the discussion of Johnson's personal relationships. The grinding poverty of his Texas upbringing made him insecure throughout his early life and he was extremely competitive. If he could not dominate a situation or win a game he would not play. The relationship with his parents had predictably Freudian overtones. He was on uneasy terms with his father; but his mother doted on him and seems to have been a dominant influence in his life. Mr Dugger in his book goes so far as to call Johnson a "mama's boy" but it is certain that she was largely responsible for shaping his ambition to "be someone". Other associations followed a predictable pattern of ruthless exploitation. His marriage to Lady Bird conveniently brought him the money he needed for his political career and she was sufficiently self-effacing to ignore his extra-marital adventures and his lack of attention to her. The affair which he conducted with Alice Glass was so covert that he managed at the same time to ingratiate himself with the man she was living with and who

had formed a deep antipathy to the nationally dominant Jacksonian Democrats which prevented coalition with them. In New York, however, a significant section of antismasonic support probably came from those who had previously supported the state party that backed Jackson: was not this why antismasonic leaders thought the cause would be ruined there if John Quincy Adams, Jackson's opponent in 1828, became their candidate in 1832? Only in Pennsylvania had a majority of antismasonic voters previously been Jacksonian.

The author, indeed, "misses the whole life and soul of the thing". What of the evidence that many antismasons were protesting against "village aristocracy", the landed, mercantile and professional elites which dominated many rural areas? He appreciates the power of religious motivations, but misses the hostility to masonry immediately before the Morgan affair and the bitter opposition to antismasonry expressed by many non-masons of a liberal and freethinking outlook. The moralistic enthusiasm of many evangelicals made them the least reliable section of the anti-Jacksonian opposition, always likely to be drawn towards immoral and pernicious institutions - be it masonry or, more ominously, slavery.

Unfortunately, this not unreasonable argument is presented with almost no sense of the electoral realities that limited the politicians' freedom of action. In some states, for example, most antismasonic voters

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Donald Ratcliffe

Donald Ratcliffe is senior lecturer in history at the University of Durham.



Lyndon Johnson, the new Congressman, meets Franklin Roosevelt for the first time at Galveston, Texas. Between them Governor James Alfred who was later airbrushed out of the picture.

Lionel Cohen explores the reasons behind a shift in opinion among Dutch students

Peace breaks out in Holland

An unprecedented calm has descended on Holland's 13 universities over the last year. No longer are there student sit-ins. No battle lines are being drawn between protesting radicals and steel-helmeted police. Even the once bitterly fought plans of the former education minister, Dr. Ans Pelt, for a two-phase restructuring of the higher education system with the introduction of a restricted basic four-year first-degree course have come quietly into operation. When compared with the arguments, denunciations, petitions and demonstrations of 18 months ago, the quiet is almost unbelievable.

Was it all - as Dr. W. Bresters, rector of the University of Amsterdam recently argued - just so much wasted time? Or has a more fundamental change in the nature of the Dutch student politics been taking place?

Part of the reason may well be found in the drastic changes in Holland's economy over the last two years. An era of plenty has given way to a period of very severe economic. The days when Dutch university students could spend from eight to 12 years on a first-degree programme have gone. They have gone not only because of structural changes in the higher education syllabus, but also

because the financial means by which students could support perpetual study have vanished.

This financial squeeze operates in two ways. First, for the minority of students who depend entirely upon a university bursary, the new shortened programme and stricter state controls over payment conditions combine to ensure a much more intensive study tempo.

Then there is the larger group of students who depend upon a combination of state loans and income from part-time work. They have had to face increased fees on the one hand, and fewer work opportunities on the other.

But this does not mean that Dutch students have lost all interest in political causes. Indeed, on issues other than higher education most of them have been, if anything, more active than ever on issues such as nuclear weapons and pollution.

This sort of support existed long before the "two phase" campaign was created, but what has changed is the priority. Previously, the paramount motivation of both the student activists and the conservative

group of professors who, fearing change, supported opposition to university reform, had been one of self-interest. Both stood to lose financially. If the reforms went through, which would threaten university facilities whose teaching structures had become fossilized as a result of lecturers' unwillingness to devote sufficient time to their teaching, many students had also feared that because of poor university teaching in the past, a shortened study programme would reduce their ability to cope with a syllabus in the available time.

While some of these years may have been partly realized, the pre-1970 situation of dead wood in the old academic structures. Many vacant posts have not been filled and more attention has been given to the study-orientation of students' studies. Such widespread change left students free to concentrate on other issues. The first clear indication of this change in priorities probably dates back to the great national demonstration for peace - and against the stoppage of American nuclear missiles in Holland - in Amsterdam more than a year ago.

This demonstration was by no means confined to students. Indeed, it was notable for the wide cross-section of the Dutch population which took part. But it was very much an inspiration of the student movement as a whole and came about when it was becoming evident to student leaders and academic politicians that the battle against university reform carried nothing like the weight of public support that could be found for a major anti-nuclear campaign. In short, the students had got out of step with public opinion.

A more difficult problem is to determine to what extent these changes were the result of this shift in public opinion, or whether earlier political influences had been at work. Certainly, some long-established formal peace movements in both Holland and Belgium were active during 1980/81. For example, Professor Gene Sharp of Harvard University, who had been active for years in the United States and since 1977, the Dutch government on non-military defence, visited Holland under the auspices of Pax Christi to give a wide range of readings on

social defence.

Several younger Dutch writers of this period also took up the idea of a distinctively European concept of socialism linked to a peace movement. But neither the Dutch people nor Dutch students are exclusively socialist. The result of a poll of staff and students of the University of Amsterdam published just before last year's general election by the left-wing newspaper, *Folia*, makes interesting reading. It illustrated that while the relative trend of student support for political parties between 1968 and 1982 showed a clear pattern, there was markedly higher support for the Labour and the small socialist parties.

Of the latter, the Pacific Socialist Party, which incorporates the objectives of peace through nuclear disarmament as a central element of its political platform, attracted no less than 22 per cent of the support of all student respondents; even though the country as a whole received little more than a quarter as much voting support in the election. Significantly, the same poll also revealed that support by the academic staff for the PSP at 11 per cent was only half that of the students, while the administrative personnel gave only 9 per cent of their votes to this party.

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BOOKS

HISTORY

Popular memory

Making Histories: studies in history-writing and politics edited by Richard Johnson, Gregor McLennan, Bill Schwarz and David Sutton

Hutchinson Educational, in association with the Centre for Contemporary Cultural Studies, £15.00 and £6.95
ISBN 0 09 145210 4 and 145211 2

This book of essays is one of a series emanating from the Centre for Contemporary Cultural Studies, in the University of Birmingham. Previous volumes in the series have included *On Ideology* (described in *Tribune* as "an important contribution to socialist thought") and *Unpopular Education* (described by a reviewer as dealing with "questions of central importance to socialists and feminists working in and around the education system").

The present book is a series of essays dealing with various aspects of Marxist history. As commonly happens with collections of this kind, there is some variety between the nature of the differing contributions, although here a deliberate attempt is made to connect up with various segments, and all share a common anxiety about the state of Marxist historiography and its ability to permeate the working class with its gospel.

It is possible to see in part one of this book - "Histories and the people" - the essential core of the volume. Three essays appear here, David Sutton on "Racial Liberalism, Fabianism and social history", Bill Schwarz on "The people in history: the Communist Party historians' group, 1946-56" and Gregor McLennan on "E. P. Thompson and the discipline of historical context". The subject matter here is more narrowly the practice of history by radical historians in the present century. In the first essay, the Hammonds receive a basically favourable treatment which barely mentions any weaknesses or distortions in their presentations; an approach rather on the biographical side. A later generation forms the subject matter of the remaining two essays. Here some of the significant Marxist historians are taken to task for their regrettable shortcomings. Here is, for example, some gentle chiding directed at such lesser errors as prolonged support for Stalinist Russia. Mention of the appearance of one of the main figures in the story, Maurice Dobb, in "recent batches of 'treason' literature" or explanation of the "clear political intervention" in one of Dobb's books as "written during the time of the 'National-Soviet pact'" is relegated to the distant obscurity of a note. Much more deserving of condemnation is the failure of many of the most eminent Marxist historians, including the great trinity of Christopher Hill, Eric Hobsbawm and E. P. Thompson, to follow a line of theoretical orthodoxy as it appears to the authors, here who, clearly, take themselves very seriously indeed. The prolonged discussions of these matters is irresistibly reminiscent of doctrinal disputes within the early church.

At times indeed the criticisms here take on a distinctly judicious, though, and surely on the ranks of Trotsky could scarce forbear a modestly sympathetic glow at the extent to which E. P. Thompson appears here as a victim of "the enormous condescension of posterity". Bill Schwarz, for instance, tells us that "it is not true" (in his opinion) that "non-academic" and Thompson "particularly, easy reading". Consider this statement itself as a piece of stylistic

Whereas Thompson sees the Mark of Capital locked into an idealist self-propagating maze of categories, divorced from real social relations, Dobb is at pains to demonstrate how abstraction from historically concrete circuits of

capital is an integral and necessary moment in Marxist historical inquiry in order even to reach the concrete as the emblem of 'many determinations'.

Quoting out of context can sometimes exaggerate stylistic weaknesses, but it remains true that much of this book is written in a jargon-ridden and convoluted style of expository calculation to cause problems for even the most conscientious reviewer. A continuing preoccupation of the contributors is a fear of intellectual elitism, the danger that absence of a "common touch" may stand in the way of a proper formulation of class relationships. The volume itself is an adequate demonstration that these fears have a solid foundation. It would indeed be possible to find something pathetic in the enormous gulf which separates this group of Marxist intellectuals from what is sometimes called, condescendingly, "ordinary people", if it were not for one further characteristic of their work. This feature appears sporadically at a number of points within the volume, but is explicitly enunciated in one of the other essays "Popular memory: theory, politics, method", contributed by the Popular Memory Group.

The basic problem tackled here is that existing historical traditions which enjoy wide currency are not at all conducive to the triumph of Marxism, and this essay therefore discusses the best way of creating new traditions to replace them. As another contributor remarks (again in the distant obscurity of a note):

"Conservatism has recently proved itself to be the only publicly established national force which is in a position to accommodate popular fears and objections."

In this situation the Popular Memory Group believes that:

"The formation of a popular memory that is socialist, feminist and anti-racist is of a peculiar importance today... We need forms of socialist popular memory that tell us about the situation and struggles of women and about the convergent and often antagonistic history of black people, including the black Britons of today. Socialist popular memory today has to be a newly constructed enterprise. No

more recovery or re-creation is going to do it."

There are a number of ways in which this should be done. To take one suggestion offered here, sources such as the work of radical theatre groups like 784, Red Ladder and The Monstrous Regiment should be given as much "interest and support" as historical monographs and periodicals. The main mode of progress, however, should be the reconstruction of the past in the light of a clearly-formulated two-stage process. The first stage will resemble what is commonly thought of as historical research, but the second, and in many ways the more important step, is to reconsider the fruits of stage one in the light of preconceived theoretical beliefs about society and its relationships. The dominant consideration has to be that "the need for an active, popular and politicized sense of the past has never been clearer". To this end it is important to maximise opportunities for second thoughts, for further analysis of primary results and first impressions, for rethinking and "making strong" familiar appearances... It is not enough that the production of first accounts be respected in the sense of being left untouched. Really to respect them is to take them as the basis for larger understandings, for the progressive deepening of knowledge and for active political involvement.

It is possible that this kind of double-talk involves a brand of self-deception as to the implications of what is being proposed, although the accompanying comment suggests instead a full awareness of the extent of the breach with orthodox concepts of probity in scholarship. The book appears very much as a corporate effort, with no suggestion that such views as these are confined to the Popular Memory Group itself. No doubt the obvious riposte is to claim that the Popular Memory Group's proposals merely make overt what others may do implicitly.

Norman McCord

Norman McCord is professor of social history at the University of Newcastle.

449 and all that

Racial Myth in English History: Trojans, Teutons and Anglo-Saxons by Hugh A. MacDougall
University Press of New England, £9.50
ISBN 0 87451 228 X

Original legends are good for the national ego. They create a sense of collective identity rooted in a glorious past, and they appoint a deity for a nation which promises that nation its place in the future.

The quality of Virgil's *Aeneid* (which provided the Romans with an account of their Trojan origins) may not have been matched by Alex Haley's *Roots* (which provided the American black with his African ancestry) and Erich von Daniken's *Chariots of the Gods?* (which conceives the whole of mankind as the offspring of men from outer space), but the popularity of these modern examples of the genre suggests that original legends have a viability of their appeal.

Professor MacDougall is concerned with the two origin legends that predominate in English history. The first, he says, is that enshrined in Geoffrey of Monmouth's *History of the Kings of Britain* (written about 1136 and apparently intended to counter the view that the Normans were the world's "regarded as heirs to the dominions of Arthur and to the supposedly Trojan origins" by which he means the belief that the origins of the English people can be traced back to the (alleged) arrival of Hengist and Horsa in 449; and that the rights and institutions are accordingly a legacy from Anglo-Saxon England.

His argument is that the "British" myth and the "Norman" myth, though the Middle Ages, have eventually exposed as a pattern fiction and

placed by Anglo-Saxonism during the sixteenth and seventeenth centuries: an interest in the Anglo-Saxon past was first cultivated by the leaders of the Reformation, anxious to show that the new practices were but a return to the old, and was then extended by the parliamentarians, equally anxious to show that their demands and aspirations represented no more than the restitution of what the people had once enjoyed. Anglo-Saxonism developed further into a myth of racial superiority, which held that the English were the rightful guardians of democracy and leaders of the world, but it was finally undermined by hard-headed scholars of the twentieth century with little sympathy for such delusions of grandeur.

MacDougall's presentation of this familiar theme is lively, and leads the reader down many interesting paths: for example, historical curiosities like Verstegen's *Restitution of Decayed Intelligence* (1605) and Hare's *St Edward's Ghost* (1647) are accorded the distinction of an intellectual context, and the somewhat belated emergence of the cult of King Alfred the Great is made easier to understand. But it is unfortunate that no consideration is given to the origin legends of the Anglo-Saxons themselves, for it is surely remarkable that they cling so faithfully to their Germanic past when so many of their contemporaries preferred to see the Romans, and fancied themselves as the descendants of Trojans. Moreover, MacDougall may overstate the extent to which the Anglo-Saxon tradition was eclipsed after the Norman Conquest by the popularity of Geoffrey's *History* and underestimate the degree of antiquarian interest in the Anglo-Saxons by their own sakes; consequently, the emphasis on the "rise of Anglo-Saxonism" in response to religious and political needs seems to be somewhat artificial.

Simon Keynes

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BOOKS

HISTORY

The love square

Love, Death and Money in the Pays d'Oc by Emmanuel Le Roy Ladurie translated by Alan Sheridan
Scolar Press, £17.50
ISBN 0 85967 655 2

The focus of this book is a celebrated Languedocian short story *Jean Pont* written between 1756 and 1760 and revised a few years later. It is the best known work of the Occitan author and priest, Jean-Baptiste Castor Fabre who died in 1783 having spent most of his working life serving the village communities of Montpellier's hinterland and, for a short period, those of the *pays de Vaunage*, west of Nîmes.

It is the vineyards and scrublands of this latter region which provide the backdrop for Fabre's highly traditional tale of a poor youth who wishes to marry a rich notable's daughter. In order to do so Jean has to overcome not only his own lack of resources, but the hostility of the prospective father-in-law who tries to rob him off with a most hideous young lady for whose pregnancy he is responsible but which she agrees to blame on the lad. Taken at face value *Jean Pont* represents nothing more than a particularly elaborate and entertainingly developed version of the so-called love or marriage square which was a persistent and central feature of Occitan literature and drama between 1670 and 1790. The four corners of the love square are: the opponent or rival

obstacle; the girl's father; the hero; and the girl. Invariably the hero overcame the obstacle in his way with a variety of standard devices: the intervention of supernatural forces, the acquisition of a legacy, resort to robbery and skulduggery, stratagems designed to "devalue" the standing of any rivals and very frequently a seduction of the girl which then obliges the hero to restore her honour through marriage!

In *Jean Pont* the literary conventions associated with the love square are exploited to the limits, this device providing a framework not only for the autobiographical presentation of Jean's personal history but also for that of his father. Both men resort to seduction in order to achieve their objectives but whereas the ambitions of the older man lead him to a life of crime and thus to the gallows, his son succeeds in turning the tables on his opponents, even extracting the wherewithal for his marriage from his prospective father-in-law. There is an explicit parallel between the situation of father and son despite their contrasting fates.

Notwithstanding the stereotyped dramatic structure which underpins the tale of *Jean Pont*, and the high sense of parody which permeates it, Fabre's characters are real ones with real problems. Indeed it was Professor Le Roy Ladurie's original intention to devote his analysis to the relationship between Fabre's story and the social reality of the Vaunage. Fortunately this aim was not entirely abandoned and the reader is able to benefit from Le Roy Ladurie's capacity for illuminating the lives and aspirations of common folk. Both the details and the general structures of *Jean Pont* are utilized to this end and skilfully juxtaposed with material from other primary and secondary sources. Particularly useful is the discussion of the need for young men to be able to furnish a fortune, or anticipate an inheritance, roughly equivalent to the dowry brought by the bride. This, Le Roy Ladurie suggests, was

typical of a reality which the formal contracts with their emphasis on the female contribution tended to obscure. These observations form part of a wider view of the intensely hierarchical nature of French society in the seventeenth and eighteenth centuries, in which marriage between social equals was virtually *de rigueur*, and which provides the essential explanation for the rise and fall of the love square as a central theme in Occitan literature.

However the bulk of the book is devoted to quite other considerations involving a radical departure from the author's first intentions and from traditional approaches to *Jean Pont*. For during the course of his researches Le Roy Ladurie became convinced that Fabre's story is simply not explicable if considered, or even essentially, as the expression of Languedocian society and literature. It is in fact, he claims, an encoded fairy tale with its roots in an ancient and oral culture with which Fabre was undoubtedly familiar. Precisely *Jean Pont* is a variant on the story of *Godfather Death* or *Death's Godson* which originated in Germany or Switzerland in the early fourteenth century and subsequently spread throughout the Christian world. In the nineteenth century it was collected in no less than 350 versions from 30 different nations. Despite the variations engendered by such proliferation the recurrent and central theme revolves around a child who, given death for a godparent, manages at first to profit from the relationship, and even outwit death for a time before succumbing to the inevitable. In *Jean Pont* death is feminized in the person of the grandmother (necessary in the Latin countries for grammatical reasons); the ending is also much more equivocal with the contest between the hero and death still unresolved. Jean seemingly in command of the situation but his marriage not finally sealed. None the less the weight of evidence adduced by Le Roy Ladurie to support his thesis seems overwhelming. Faced with an amazingly rigorous textual and etymological analysis in which *Jean Pont* is compared with dozens of variants of *Godfather Death* (68 are cited in the bibliography) the reader is left with little alternative but to accept the author's argument.

Not only does Le Roy Ladurie show that the structure of the story is based on *Godfather Death* (and bits of *Cinderella*) but that the details do not make full sense without a thorough knowledge of the popular oral culture from which they were drawn and without grasping the codes employed by Fabre to disguise his meanings. These Le Roy Ladurie suggests were diabolical, Christian and discriminatory (anti-Huguenot, for example). Once this is understood all the bizarre details and incidents - names of characters, violent encounters with a donkey, the crude burial of the grandmother, the role of the matches which she made for a living, the repeated assaults on hair or wigs - are flooded with a new significance. Instead of a highly materialistic, almost profane, presentation of the relationship between love and money in the Vaunage one is left confronting a "hyper-realistic parody of a fairy tale" steeped in the popular and essentially religious culture of Christian Europe. The exceptional flavour of *Jean Pont* derives from its synthesis of two different traditions.

This is a powerful and imaginative analysis making a truly worthy successor to Le Roy Ladurie's renowned *Montaigne and Carnival*. It may not be so widely read as these, for much of the argument is of a technical and demanding nature; indeed if there is a 'weakness' in *Love, Death and Money* it is that the author seems over-anxious to take the reader step by step through the processes which led him to his own reassessment of *Jean Pont*. On the other hand, the fact that the book overflows with literary references and comparisons will ensure its permanent value to students of literature and folklore specialists as well as to historians.

David Parker

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BOOKS

HISTORY

Living in the past?

The New History: the 1980s and beyond
 edited by Theodore K. Rabb and Robert I. Rotberg
 Princeton University Press, £22.40 and £5.65
 ISBN 0 691 00794 2 and 05370 7

Some time ago the distinguished editor of this volume came to the conclusion that, as a rule, historians concern themselves with the affairs of man's past. This makes them, they decided, uncomfortable with the present and little exercised about the future. A remedy for this sad condition was to take some of these anachronistic specimens in early 1980 to the Villa Serbelloni in Bellagio, Italy, where even those among them most uncomfortable with the present must have fleetingly tolerated its delights.

The task of the colloquium was to trace developments in historiography since the late 1960s and assess what form its future will and should take. This last task caused most difficulty. Some historians happily catered through recent trends only to fall at the forecasting fence. Certainly, the organizing editors were not timid. American and European scholars had to suggest topics on which historians should focus, avenues of research to be explored, and methods to be cultivated. What about numeracy? Was intimacy with the computer vital? Were there the "traditional skills"? In sum, as they put it, how was Clio's muse to be acculturated and directed? These are indeed big and important questions, not altogether new, but not as frequently discussed as they might be. The level of the colloquium is generally high, though a little rarefied for a professional which, in this country at least, is not a little exercised about its own future. The bewildering multiplicity of possible developments is paraded for our consideration without any troublesome reference to financial resources or such tedious matters as departmental age-structures or teaching ratios.

The questions that are asked about the vitality of particular traditions and styles of historiography are predictable. For example, is political history still a "relevant" sub-discipline? Alas, the contributors are not agreed on whether it has already become outmoded. A historian of Latin America takes most space and predicts that "practitioners" of political history may well change their working habits and hunt in research packs seeking multiregional comparisons. He says they will probably be inclined to define their work according to its subject-matter rather than its methodology. That thought is at least decently tentative. Meanwhile Jacques Revel affirms that political history is alive and, "what is more", seems to be changing; Peter Clarke echoes such bland statements. Lawrence Stone is presumably answering the question: can more be done with family history? It can: volumes will be high but the research growth rate will slacken. He says that we now know the questions, it is just that we do not "yet" have many indisputable answers. A professor of psychiatry wonders whether biography is still worthwhile: it is, if a biographer has a sound knowledge of theoretical systems. Aspirants should have some actual experience with real patients. No particular theory is recommended - Freudian, Jungian, Gestalt, behaviourist, or some other will do. The best plan is to work back from a particular subject to the most useful schema. Ask a consultant.

On another tack, the historian of the 1980s will be guilty of dereliction if he does not know how a computer can assist him in all phases of his work. Be a programmer if possible. And formal training in social science theory, model building and the logic of research is vital. Peter Temin and Barry Supple pour over old problems and new directions in economic history. E. A. Wrigley sees much scope for growth in population history. His list of topics which "promise well" is lengthy, but apparently could be extended almost indefinitely. Bernard S. Collin and John W. Adams reflect on the increasingly sophisticated relations between historians and anthropologists. William J. Bouwsma sees the decline of old-style intellectual history as irreversible, but that may only mean that we are all intellectual historians nowadays. Arnold Thackeray sees much promise in the history of science, expecting to encounter a new emphasis on the social dimensions of scientific thought. Of course, historians must learn to speak the language of science. In addition to these contributions, it must be added that there are even some fields of inquiry which are apparently so stale that this volume does not so much as mention them.

A vigorous future? Maybe. Theodore Rabb's excellent concluding essay confronts the difficulty. Does anything unite this multiplicity of sub-cultures and specialisms, each seemingly requiring further refinement? The answer is not very clear. Perhaps, after all, he was right to start with the simple statement that historians concern themselves with the affairs of man's past. After that, as this volume amply demonstrates, it does all get rather difficult.

Keith Robbins

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Churchill's account

Churchill's "World Crisis" as History
 by Robin Prior
 Croom Helm, £15.95
 ISBN 0 7099 2011 3

Historians of the Great War, now more interested in social contexts than in political decisions, rarely concern themselves with debates over strategic "lost opportunities". Proponents of rival strategies - and rival commanders - no longer square up to one another in print as they did twenty years ago.

Then those who saw the western front as the only place where a decisive result could have been achieved found themselves in an ambivalent minority. Supported by the handful who regarded Haig as a much-maligned intellectual, they were battered by those who regarded the general as a donkey, while, out at sea, a powerful flotilla of naval historians under the magisterial leadership of Arthur Marder launched salvos at them, labelled "Indirect Approach", "Amphibious Warfare", "Knocking Away the Props", and "The British Way in Warfare". They were exhilarating times, even if one occasionally wondered whether one's allies were not more wrong-headed than one's opponents.

The preface of the debate was the Dardanelles campaign, and - in default of documents hitherto available - the "Easterners" relied in large measure upon the lucid, elegant and convincing account of one of the chief participants, Winston Churchill. In his book *The World Crisis: The Dardanelles Campaign*, which owed a great deal to Churchill, portrayed the Dardanelles campaign as a brilliant conception which promised to avoid needless slaughter on the western front by offering the opportunity for a bold stroke which would utilize all Britain's supposed advantages in sea power to knock the Turks out of the way, open up a route to much-needed supplies, and effect the collapse of the Austro-Hungarian Empire. When this over-rated idea failed to work in practice, his most fervent supporter appeared before the Dardanelles Commission of Inquiry and skilfully off-loaded the responsibility

for almost everything upon the dead Kitchener: "All-powerful, imperturbable, reserved, he dominated absolutely our councils at this time". In saying this, the silver-tongued Churchill was doing himself less than justice.

In time, a silver pen carried on the work, and the Dardanelles campaign forms the centrepiece of Robin Prior's careful and convincing demonstration of the flaws of Churchill's historian. By describing what actually happened and then comparing it with Churchill's version, he displays the unreliability of *The World Crisis* end, in the process, reinforces the case that Churchill's account is a masterpiece of self-justification. Churchill's account of the Dardanelles campaign is a masterpiece of self-justification. Churchill's account of the Dardanelles campaign is a masterpiece of self-justification.

The detailed detective work on the body of the narrative makes absorbing reading; no less interesting are Prior's descriptions of Churchill's working methods. Memoranda were compiled for him by experts, often partial witnesses, and were then adopted and coloured-up if he liked them and rejected if they did not confirm the Churchill line. The amendments made to first drafts are even more revealing. When the First Lord of the Admiralty first heard of the bombardment of Scarborough and Hartlepool on December 16, 1914, he wrote originally that he jumped out of his bath "with exclamations of joy". In the final version, the last two words were omitted.

Churchill wrote for two reasons: to put his own version of events on the record quickly in order to sustain his political career, and to supplement his income. Robin Prior has written a penetrating and absorbing study of the consequences of those labours which will be read with interest and profit by anyone interested in the Great War or the Great Man.

John Gooch

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Poor relief

Charity and Blandishments: the treatment of the poor in the Montpelier region 1740-1815
 by Colin Jones
 Cambridge University Press, £25.00
 ISBN 0 521 24593 1

The poor of pre-industrial France have received a lot of attention from historians since the late 1960s, and some of the great landmarks in the field are the work of British scholars: Olwen Hufton's *The Poor of Eighteenth Century France* (1974) has become an indispensable classic, while Alain Corbin's *The French Revolution and the Poor* (1981) carried the story down through a crucial decade.

Colin Jones's book deserves a place in this distinguished company. For it illustrates, complements and enlarges on the outlines which these forerunners have made familiar. Unlike Hufton or Corbin, Dr Jones confines his attention to a single area, the department (as it came in 1790) of the Hérault. An early chapter memorably describes the distinctive character of this region, and emphasizes its role throughout the century. Common sense tells us that poverty is a fact of life, but Jones shows us that it is not always what it seems. In the Hérault, the problem was the late 18th century's mountains, which flooded the more prosperous littoral

with migrant workers. These people were an accepted part of the local scene, and periodic ferocious orders from Paris to round them up, just like the very different vagabond gangs who terrified the northern plains, left everybody in the south deeply confused.

The timescale in Dr Jones's book is also distinctive. Hufton confined herself to the old regime, leaving us wondering how the Revolution changed the situation she had described. Corbin answered this question; or at least he told us what elements of it the Revolution destroyed. He did not assess how permanent this destruction was. Jones, however, carries the story down to the Restoration, and shows us that, in the Hérault, the Revolution was not a relief provision was permanently damaged, there was a marked recovery under the Empire, when many of its key features of before 1789 were restored.

On the Revolution itself, Jones adds important nuances to Forrest's picture. He is not as inclined as Forrest to give the revolutionaries brownie points for their good intentions, regardless of actual achievements, but he does show that one of their more grandiose schemes, the establishment of a national register of the entitled to poor relief, actually got off the ground in a limited way before the Thermidorians abandoned it. He completely shares Forrest's contempt for the regimes between 1794 and 1799, but his chapter on that period is the weakest in the book. Most of it is not about those years at all, and it makes the reader wonder whether the achievements of the various regimes in this sphere were as negligible as he says. The number of measures discussed in other chapters dating from this time is rather striking, and suggests that there may be room for a whole monograph re-appraising Thermidorian and Directorial attitudes and policies towards the poor.

Writers on the poor seemingly cannot forgive the men of the late Revolution for being rich. They enjoy sneering at the role played by the comfortably-off in poor relief, and yet all the evidence they produce suggests that it was crucial, whether under the old order or Napoleon. The early Revolution drove them out, but put nothing substantial in their place. The Directory began the process of rethoughting them, an achievement that should not be underestimated when the impossibility of more grandiose public relief measures had been recognized.

As its title implies, this is a book about the treatment of the poor rather than the poor themselves. Two important chapters explore the popular attitude to charity and medicine under the old regime, but we are left to guess how the poor viewed what happened to them after 1789. Montpelier and its region have proved a rich source of evidence, however, on what the literate thought about the poor, how their thinking changed over three crucial generations, and what the practical effect of these changes was. Particularly striking is the use made of the will-analysis technique pioneered by Michel Vovelle to show how the religious motivation went out of poor relief, and charity gave way to *bienfaisance*. Enlightened writers and thinkers had long argued that it should, and that as a result the poor would be better served. This book shows that when it did, they were not.

William Doyle

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Just Published
BRITAIN AND AFGHANISTAN IN HISTORICAL PERSPECTIVE
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BOOKS

HISTORY

National leader

De Valera and the Ulster Question 1917-1973
 by John Bowman
 Oxford University Press, £17.50
 ISBN 0 19 822681 0

There are two kinds of revisionist Irish historiography: one based on the scholarly analysis of new or hitherto neglected sources; another, more political, and inspired by the Northern Ireland problem, which seeks deliberately and with the best of intentions to ameliorate the Ulster crisis, even at the cost of historical truth.

John Bowman's study of De Valera and the Ulster question is revisionist history of the former kind, and is an excellent example of what the historian can achieve by the careful and critical use of his material. The sources are not complete, for De Valera's private papers remain closed to researchers until 1985; and it might seem that Dr Bowman should have bided his time until then. But there are good reasons why he is justified in publishing now. The private archives may well prove disappointing, for De Valera was a politician who believed in committing little or nothing to paper. And much of Dr Bowman's evidence is taken from published sources, especially newspapers, through which he has searched in order to trace De Valera's attitude to one of the great obsessions of his political life.

This book is therefore a collation of the thought, public and private, of the man who came to personify twentieth-century Irish nationalism. Dr Bowman reveals that De Valera's attitude to partition cannot (as his semi-official biographers, Longford and O'Neill, suggested) be conceived in a simple formula. It covered the whole spectrum, from his belief in 1917 that Ulster Unionists were a "rock" that should be "blasted" away, to his warnings in 1921 that any attempt to impose unification by force must end in bloody and disastrous failure. But this does not mean that Dr Bowman was confronted with the relatively easy task of demonstrating that De Valera quickly saw the error of his early ways. His close reading of the sources reveals the complex and the paradoxical nature of De Valera's Ulster policy.

De Valera early on ruled out the use of force as a means of uniting Ireland; he was however firm in his conviction that the whole island of Ireland was the "natural" unit of a sovereign Irish state. And in analysing De Valera's political strategy Dr Bowman draws attention to an often overlooked fact: that much of De Valera's activity was constrained by his leadership of his party, Fianna Fail, and by his determination to fashion that party into a national movement, one that would capture the core of nationally minded people in Ireland, and thus take, and retain power.

This political ambition meant that De Valera's partition policy was conditioned, not by the necessities of Irish unity, which surely required a utilitarian approach, but by the expediencies of southern Irish electoral politics; and by the need to ensure that he was never outflanked by the more extreme nationalist elements like the IRA. It was conditioned also by his assumption that the only Irish identity was that founded on the Gaelic and Roman Catholic historical experience; his 1937 constitution claimed a jurisdiction over the whole of Ireland, but was based on an exclusive interpretation of Irish political culture. And while Dr Bowman suggests that De Valera was not always so insensitive to Ulster Unionism, he makes it clear that the narrow interpretation of Irish nationhood was one that he rarely questioned.

Paradoxically, De Valera's version of nationality could help direct his

partition policy into pragmatic ways. He balanced the unlikelihood of immediate advances on unification against the possibility that he could, in the circumstances, win concessions on sovereignty from a British government that, Dr Bowman shows, was always anxious to meet De Valera half way, provided that it was not expected to coerce the Ulster Unionists into a united Ireland. If Ulster was indeed peopled by obstinate "west Britons", could not the British be manoeuvred into giving the "real" Ireland compensation elsewhere?

The 1938 Anglo-Irish agreement, with its important gains for Dublin, was the first tangible victory for the new southern Irish partitionism. Dr Bowman's researches also present a simplistic revisionist interpretation of the British role in the partition of Ireland. It is plain that Britain did not stand in the way of Irish unity; but she had a role to play, one, however, that was thrust upon her by Dublin, rather than deliberately sought by the British Government. Southern Irish neutrality in the Second World War - perfectly understandable in itself - placed Dublin at a grave disadvantage when it sought to place partition on the political agenda. De Valera was not prepared to jeopardize sovereignty for unity in 1940; no one can blame him for that; but it did not augur well for a renewal of the controversy in 1945. And when De Valera's political opponents took Ireland out of the Commonwealth in 1949 Ulster Unionists were provided with a golden opportunity to ask the British Government for a guarantee that the constitutional position of Northern Ireland could only be altered with the consent of the Stormont Parliament. This only formally recognized reality; nevertheless it represented a constitutional triumph for Ulster

Unionists, and one presented to them by Dublin possibly. Dr Bowman suggests, against De Valera's wishes.

Dr Bowman's historical research is enlivened by his occasional and interesting forays into the fields of political science and political geography. He demonstrates convincingly that the hardening of the border - a boundary that seemed by no means permanent when it was established in 1920 - was as much the consequence of nationalist as of Unionist attitudes. But De Valera's instinct was not, as is commonly believed (even by members of his own family) to seek to alter this border by uncompromising means. On the contrary, his approach was predominantly pragmatic and occasionally heretical. As is so often the case, however, a great political leader's so-called heresies have been chosen to ignore the complex reality of their founder's legacy for fear of the unease and embarrassment that a true appreciation might cause to themselves. This book is not the product of a politically inspired revisionism that would seek to put its subject in the dock. It would be a much less valuable work if it were. On the contrary Dr Bowman has paid De Valera the long overdue compliment of treating him as an historical figure whose reputation must be subject to scholarly reassessment. In this he has succeeded admirably; and it is to be hoped that he will now undertake in the same spirit a full-scale study of all aspects of the political life and thought of what he aptly describes as Fianna Fail's "guru and one-time headmaster".

D. G. Boyce

D. G. Boyce is reader in government at University College, Swansea.

French continuity

The Origins of France: from Clovis to the Capetians, 500-1000
 by Edward James
 Macmillan, £15.00 and £5.95
 ISBN 0 333 27051 7 and 27052 5
 Normanby before 1066
 by David Bates
 Longman, £6.95
 ISBN 0 582 48492 8

In the fifth century the Western Roman Empire was overrun by Germanic peoples whose replacement of its institutions and culture with their own laid the foundations of the nations of modern Europe. In the tenth century the process took an important step further when a corner of northern France was colonized by even more savage Scandinavians, whose remarkable aptitude for war and precolonial development of feudalism enabled them to conquer England and various parts of the Mediterranean basin.

Such, in caricature, is a common view of early medieval Europe. Like most such caricatures it reflects an obsolete but tenacious orthodoxy. These two books deserve to kill it. They are important not so much for their novelty - though both have new things to say in plenty - as for the clarity and verve with which they have drawn the conclusions of thirty years' active and complex research over a very wide area into a general framework, and in a form designed for a non-specialist readership.

Edward James writes in the tradition of revolt against nationalism, and therefore centralist, historiography which has characterized so much of the best modern work on France. His preoccupation is not with the occasional lurches of the successive masters of the Paris region towards "the unification of France", but with the independent development of its different parts of Gaul, each with its particular pattern of topography and economy, and consolidation of power. Hence, compared with his predecessors, he emphasizes the south rather than the north, nobility rather than monarchy, continuity rather than change. The narrative may occasionally lag a little - for the details of one noble family are fought out much as those of another, however judiciously dist-

buted on the map - but it often sparkles, especially when the author's command of the archaeology and literature of Merovingian Gaul is in play, and compresses great erudition with remarkable skill.

Continuity is also the essential theme of David Bates, who emphasizes throughout "the essentially Frankish character of Norman government and society in the eleventh century". He is readier than some to suppose that Charles the Simple's grant of the land around the mouth of the Seine to Rollo in 911 was accompanied by heavy settlement, but argues convincingly that if so it was not sustained, and that political and economic links with Scandinavia faded rapidly. Nor did Viking tradition leave much mark on the developing principality.

On the contrary, what enabled William I to survive the wars and rebellions of his father's and the early part of his own reign with his power intact and his duchy on the point of dramatic political and economic expansion was that his predecessors had managed to bang on to the customs and prerogatives of the Carolingian county which Rollo had taken over as "a going concern". The Norman aristocracy was therefore markedly less successful than its neighbours in annexing the rights and powers of the crown to itself, and feudal development in Normandy was correspondingly slower. But the path was the same, and the crisis was the result not of a scramble for power by adventurers and litigators, but of the same transition which has been identified in Burgundy, Anjou, Maine, Flanders and elsewhere, from partible inheritance to primogeniture, and from private property to benefice, which preserved the patrimony of the great Carolingian families from fragmentation. Hence, as Bates puts it, "The final result of the events of the second quarter of the century... was to make those families who were already strong even stronger."

That is the most striking illustration of how by comparing the results of his own scrutiny of the Norman evidence with what has been learned about the rest of northern France in recent years Bates has provided a fresh background to the conquest of England, and an important regional study in its own right.

R. I. Moore

R. I. Moore teaches history at the University of Sheffield.

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BOOKS

HISTORY

Combative moderation

Peaceable kingdom: stability and change in modern Britain
by Brian Harrison
Oxford University Press, £22.50
ISBN 0 19 822603 9

Dr Harrison's central concern is the processes whereby the British social and political systems became infused with moderation and humanity. His answer lies not with fashionable generalizations - "the establishment of bourgeois hegemony", "the rise of a viable class society" - which confuse explanation with description, but with an analysis of the processes through which cohesion has emerged out of conflict, creating not so much agreement as equilibrium.

The heroes and heroines of these eight essays (three have been published before) are the moderates. Historians are accused of having too often seized upon retrospectively glorious extremists of either left or right at the expense of the politicians who unobtrusively have actually got things done. Thus, in an excellent first chapter on the suffragettes, which attempts to understand the resort to violence by the followers of "the disastrously courageous Emmeline Pankhurst" without dismissing them as either mad or stupid, there is no concealing the fact that Dr Harrison's real sympathies lie with Mrs Fawcett and the suffragists.

Intentionally, but without preaching, each essay offers a message to present-day campaigners who will doubtless feel outraged by the combative moderation of the author's own point of view. The revised version of his *English Historical Review* (1973) article on animals and the state has much to say on behalf of the political and compromising RSPCA against its still-vociferous critics in the anti-vivisection and anti-blood sports movements.

The RSPCA also figures largely in the reprinted *Past and Present* (1967) article on religion and recreation, in which Dr Harrison first developed a number of the central concerns of this whole collection, especially "how an abundance of conflicts within a society may actually help to integrate it". Far from class lying at the heart of modern British society, with the attendant Marxist expectation of conflict and frustration at its absence, class is but one of many forces of loyalty. It is dominant chiefly in the workplace, whereas most group loyalties and social attitudes are shaped elsewhere, at home, in leisure, by patterns and by accident of sex. The argument here is not always convincing, for many cultural forms did assume a class dimension, and Dr Harrison himself concedes that the RSPCA, Temperance (but not Total Abstinence) advocates and, above all, Sabbatarians looked suspiciously like enemies of the working class. However it is a valid point, developed in a new essay on respectability, that many values and life-styles transcended class and blunted its appeal.

This is to be seen not simply as a triumph of middle-class values, but rather as an extension of a common middle ground of opinion occupied by members of different classes in take in extremes from both ends of the social and political spectrum. Respectable working men, politicians, the bedrock of Gladstonian Liberalism and essential supporters of both major parties today, deserve, and are here given, more generous historical treatment than orthodoxes of left and right have often been willing to accord them.

This theme of rescuing the unfashionable is pursued to a largely rewritten version of an earlier *Victorian Studies* (1966) article on philanthropy, a means by which three excluded groups - the middle class, nonconformists and educated women - were able to express their social identity and, in so doing, were led

farther than they originally intended towards political aspiration and state activity. The historian needs to look not only at how pressure groups were organized but at their rhetoric and the rhetoric of their opponents, from which much can be learned. What intrigues Dr Harrison is the interaction between the social and the political; in short, how things are done. Many popular agitators have been deficient in an understanding of the latter, and historians need to take more seriously those who have understood.

Though each of these essays will doubtless fulfil the author's expectation of arousing the wrath of colleagues on the left and right, both extremes will find satisfaction in the most controversial essay of all, on "The Centrist Theme in Modern British Politics". For as a champion of moderation Dr Harrison believes (as did Roy Jenkins in 1973) in the necessity of maintaining the extremes in order to preserve equilibrium. The two-party system, as the embodiment of the two extremes each united to a part of the moderate centre, has done much to create and preserve the stability of this peaceable kingdom. No comfort here for the Social Democratic-Liberal Alliance, who seek to institutionalize the centre and thereby also the two extremes.

A number of these essays were conceived as an aid to students, who even at the highest levels too often follow the well-trodden paths of an historiography still obsessed with the successful. Dr Harrison has here provided a stimulus to inquiry into the once important but now unfamiliar, without an understanding of which the historian can scarcely truly appreciate the past. Tutors and teachers can be grateful for this, but they should also urge their pupils not to skip the introduction, in which Dr Harrison discusses his own bias and the centrist state of mind. Students with a misguided faith in the objectivity of the written word might be induced to scepticism by this frank exercise in self-criticism. And those who believe that the middle way is only for those who cannot make up their minds will greatly benefit from this study in positive moderation.

Edward Royle

Dr Royle is lecturer in history at the University of York.

A small pond

History of the General Federation of Trade Unions 1899-1989
by Alice Prochaska
Allen & Unwin, £15.00
ISBN 0 04 331087 7

The General Federation of Trade Unions (GFTU) is testimony to the power of institutional survival. As individuals we may have our span of mortality, but organizations commonly persist, often with the potent hostility of the vested interests which they sustain, even when their original purposes have been either achieved or proved to be unsustainable.

One of the most turbulent decades in the development of the British labour movement gave birth to the GFTU. An amalgamation of unionism among the lower skilled had been followed by a counter-offensive from employers, whose coordinated strategies threatened not merely the craft societies but also long-established craft societies. New technologies challenged traditional skills. In the courts, judges discovered novel grounds for curbing union activities. Circumstances thus offered cogent support for the arguments of the infant socialist organizations: that the forces of labour must be unified to meet the consolidated powers of capital, and must be deployed on the political as well as the industrial battleground.

The main forum for debate of these issues was the Trades Union Congress (TUC), at the time a rudimentary institution, lacking even a full-time secretary. Apart from the annual conference, its main activity was to lobby ministers and MPs on detailed legislative questions of con-

cern to member unions; its leading personalities were complacent functionaries, profoundly resistant to ideas for a more extensive and ambitious role for Congress. When pressure for change became too strong to resist, their response was to "have off" responsibilities to new organizations. Thus the growing demand for a parliamentary presence independent of Liberals and Conservatives alike resulted in 1900 in the formation of a committee which was soon to become the Labour Party. A year earlier, the campaign for a federal system for mutual support in strikes - which assumed urgency following the engineers' defeat in the bitter lock-out of 1897-98 - culminated in the establishment of the GFTU.

In its first year the federation attracted some seventy unions, comprising roughly a quarter of total TUC membership; but such strongly organized sections as the miners and the building trades held aloof. The ideal of aggressive class unity cherished by some advocates of federation was stillborn: the leaders of the GFTU were dedicated to more modest defensive aims. To reduce industrial strife they sought mediation between employers and unions; while to ease the frictions stemming from a multiplicity of competing sectional unions they strove to encourage amalgamations.

After a decade this quiet diplomacy was disrupted by a period of high unemployment and sharp industrial conflicts, depleting GFTU funds. But though its credibility as a purveyor of strike insurance was shaken, two new functions assumed importance. Increasingly the federation acted as representative of British unions at international conferences, an activity in which the TUC showed no interest whatever; and following the 1911 National Insurance Act, the GFTU acted as an "approved society" on behalf of member unions too small to run their own schemes. By 1920, over a million trade unionists were affiliated.

But the GFTU had failed to keep pace with the rapid expansion of British trade unionism, and it was soon to decline into obscurity. Much of the largest affiliates succeeded, often because participation in amalgamation brought confidence in their self-sufficiency. The TUC, transformed by a major internal reorganization, successfully challenged for the right to represent British unions internationally. Little remained for the federation beyond offering research and related advice to a group of tiny, mainly craft societies. Its social insurance functions were largely superseded after 1945 with the extension of state provision, and indeed its formal dissolution was seriously mooted. Yet the GFTU survived, until in the past decade has even drawn in new membership from medium-sized unions. But it remains essentially a small pond in which the minnows among British unions can still make a splash, a "friendly and approachable" social institution, a provider of services for societies which cannot afford them from their own limited resources.

Alice Prochaska's respectful account of the federation's evolution is detailed and often insightful. She argues persuasively that, in its early years, its status and influence were greater than most historians give credit; and it has endured, she insists, because its more recent and more modest functions have been accepted. But it is difficult to accept the book's assertion that "identifies a large gap in our knowledge of British trade union history". An exercise in old-fashioned institutional labour history, this study is of evident antiquarian interest but adds little to our understanding of the main dynamics of the labour movement.

Richard Hyman

Richard Hyman is reader in industrial relations at the University of Warwick.

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BOOKS

HISTORY

Partisan voting behaviour

Electoral Behaviour in Unreformed England: plumpers, splitters and straighties
by John A. Phillips
Princeton University Press, £26.10
ISBN 0 691 05365 0

This essay in historical psephology owes a great deal to the pioneering work of political scientists on both sides of the Atlantic on elections of all types in different periods and states for its methodology.

By the analysis of the electoral behaviour of more than 15,000 electors in four English boroughs - Lewes, Maidstone, Northampton and Norwich - at the eight general elections between 1761 and 1802, John Phillips has set out to answer important questions as to the levels and consistency of electoral participation, the development of partisan voting behaviour and the relationship between social status or religious belief and that behaviour. He is therefore challenging many long-held assumptions about the working of the electoral system in what he calls "unreformed England", assumptions encouraged by the strength of the parliamentary reform campaign before 1832.

That campaign, the functioning of parliamentary political parties and the role of political ideology have all been the subject of a number of often revisionist studies, while there has been little interest in electoral politics. This neglect can be explained by the size and complexity of the task involved in an accurate assessment of the electorate and its behaviour. Surprising discoveries by those who have begun to analyse late seventeenth and early eighteenth century pollbooks have indicated how unsure has been the state of knowledge of the electorate in the centuries before 1832 and how valuable such research would be. Phillips acknowledges his great debt to the latest developments in computer technology and programming in going some way further to fill the gaps.

Voting patterns in the four constituencies are set firmly in the general context of eighteenth and early nineteenth-century electoral politics. Together with John Cannon's *Parliamentary Reform, 1640-1832* (1972), this book provides a useful guide to eighteenth-century electoral history. The descriptions of varieties of franchise qualification, for borough voting are models of clarity and brevity. Unfortunately, the book's index is grossly inadequate so the student will have to work through the whole text and its generous footnotes to uncover such nuggets.

These are of representation, "electoral mobilization" and "uncertainty coefficient" find their place in the index, but franchise qualifications and even boroughs do not. Similarly, Phillips gives little away to the researcher who might wish to experiment with his computer techniques. Though he includes an appendix describing his technique for overcoming the difficulties of matching data on individual voters, "Nominal Record, linkage", he does not outline the use of computer programs or statistical analysis used. There are holes and holes in the text and statistical tables.

The use of a sample of four boroughs as a basis for general conclusions about the borough electorate is obviously a gamble with risks of which Phillips is constantly aware. He defends the four as "a nonrandom, but sufficiently representative basis" since they came from "the relatively large and reasonably 'open' borough constituencies". It would be easy to criticize such a limited sample, but the size of the project and the use of longitudinal comparison of successive elections well justifies the

attempt. This small sample presents such a multiplicity of voting practice and behaviour that generalization about pre-reform electoral behaviour becomes very difficult. Each of the four boroughs chosen showed a unique electoral profile.

The opportunity for voters to cast votes for two candidates at contested elections encouraged Phillips to study in detail the use of those two votes by "plumpers, splitters and straighties" (both votes cast for candidates of the same party, one for each of two and only one vote cast) as an indication of levels of partisan voting. Electors at Maidstone and Norwich voted in a noticeably more partisan way well before those at Lewes and Northampton. Unexpectedly, this sample shows much greater consistency in partisan voting after 1780, where voters were relatively free of "influence" and could vote freely, their voting pattern was often more partisan than that of English voters after 1900. For good measure, Phillips includes data for elections for the corporation in each borough having found in some boroughs greater electoral excitement for borough than for parliamentary elections. His documentation of the importance of non-conformity in partisan voting is significant. His delicate handling of the fragile and conflicting evidence for the social status of voters adds a great deal to existing accounts.

Valerie Cromwell

Valerie Cromwell is reader in history at the University of Sussex.

College crossfire

From Clergyman to Don: the rise of the academic profession in nineteenth-century Oxford
by A. J. Engel
Oxford University Press, £22.50
ISBN 0 19 822605 3

The belated publication of Arthur Engel's PhD dissertation is to be welcomed. The first chapter, up to 1854, was published as long ago as 1975, but apart from a brief article on the agricultural depression of the 1880s and its effect on college finances the remainder has stayed in cold storage.

Nor does it seem to have been amended in any significant way, and still less has the austerity of its presentation been softened. Undoubtedly there have been too many books on Oxford frivolously devoted to personalities, the more eccentric the better, but a monograph in which characters like Pusey, Goldwin Smith, Freeman and Jowett are ironed down to a flat uniformity must fall in some ways to convey the atmosphere of a university which reform went forward in nineteenth-century Oxford. Moreover, up to 1881 at least, this book does little but supplement and clarify the work of W. R. Ward in his important but neglected book *Victorian Oxford* (1965).

Nevertheless, by focusing his attention on the college tutorial system Engel brings out the importance of a development which was to affect the nature of Oxford University down to the present day. The Royal Commission of 1854 was set up in response to understandable doubts as to whether a teaching system staffed by poorly paid celibate clergymen, most of whom forsook the teaching profession altogether in their thirties or even earlier, could cope with an increasing influx of undergraduates and a steady expansion of knowledge, especially in the sciences. Unfortunately, caught in the crossfire from tutors, professors, college heads and the church, and various committees of these basic elements, the commission botched the job. The result was a bitter internal struggle in the university, which persisted up to the appointment of another commission in 1877.

From this struggle the tutors emerged victorious. The colleges were forced to divert their income from prize fellowships, which imposed no duties on their holders, not even that of residence, to college tutorships and lectureships. The church was handsomely defeated, with help from Parliament, and the

religious tests and the ban on marriage were removed. But unfortunately, now that young men could plan a lifelong career in Oxford, they found that there was no career structure to accommodate them. The only way a man could increase his real income was by taking more and more pupils, leaving him with less and less time for research and writing. The historian Mandell Creighton took the drastic step of resigning his Merton fellowship and retreating to a college living in wild Northumberland, where he wrote his much-acclaimed *History of the Papacy*. Those who hung on, like the brilliant A. L. Smith of Balliol, degenerated into teaching drudges and college hacks.

Expectations that the new grade of reader would provide a measure of promotion, and increase of real income, were dashed by the fall in collegiate and university income brought about by the agricultural depression; nor did Oxford succeed in establishing the kind of professoriate, in arts at least, which recruited its members from among the college fellows. Suspicion of professorial power was in fact intense, and contributed to the disparagement of research, since many regarded this as a professor's principal function - a tutor's being teaching. In a period of financial stringency the endowment of research always came at the bottom of the order of priorities, except in the sciences. As for professors, they found themselves tied to faculty boards which all had an overwhelming majority of college tutors.

Unfortunately - or so it seemed to many - the public prestige of scientific research, and its great expense, meant that the scientists usually emerged victorious from recurrent squabbles over the limited funds available, to the rage of the art-orientated tutors. E. A. Freeman expressed their frustration in his philistine way when he wrote: "These physical sciences botherers do roar in the midst of our Congregations, and set up their ologies for endless tokens. No one knows what they are after, because no one can understand their jargon, the object, as far as it can be

understood, seems to be to hinder any man from knowing more than one thing, and that thing must not be bigger than a bee's knee. As a result, in Engel's words, "virulent animosity towards science became fixed as one of the principal hallmarks of collegiate loyalty among the younger dons, while Oxford scientists developed a deep reciprocal hatred for the entire collegiate system". The results are still discernible in Oxford today, long after the financial problems which gave rise to them have been solved. So it is with the virtual impotence of the professoriate in arts and social sciences, which makes the command structure of that great university - in so far as it has one at all - unique.

J. P. Kenyon

J. P. Kenyon is professor of modern history in the University of St Andrews.

Out of court

English Court Culture in the Later Middle Ages
edited by V. J. Scattergood and J. W. Sherborne
Duckworth, £18.00
ISBN 0 7156 1637 4

In different ways, almost all the essays collected here reach a comparable conclusion: that in the later Middle Ages there was nothing that corresponded to a court culture, in the strict sense, of the main forms of art, architecture, literature or music. The essays, which are mostly by medievalists, are concerned with the king and/or a group of courtiers who set their tone and acted as their patron. Specifically, this is shown to apply perhaps even more to Richard II than to Edward III who was both a greater builder and, together with his queen Philippa, had fit anything an even more lavish taste for finery than his grandson.

These papers have, therefore, both laid a particularly tenuous myth about Richard II's court as a centre of culture and in the process brought a much more exact analysis to the notion of a "court style". That is nowhere shown more clearly than in H. M. Colvin's essay on "court style" in architecture, which in its sheer succinctness and penetration is outstanding. By the criterion of either fostering a distinctive style or of maintaining it through a body of craftsmen or designers, he shows that both Henry III and the first two Tudor Kings were architectural patrons in a way that neither Richard II, nor any other English king in the intervening two centuries, was. Indeed, as a number of essays in the collection shows, English kings were behind the kings of France as patrons of the arts generally, and in the late fourteenth and fifteenth centuries, music and art in England tended to follow French and Netherlands influences respectively.

The predominantly negative conclusions about royal patronage of the arts in these essays does not produce a negative tenor in the essays themselves. On the contrary, they confirm, often with a wealth of illustration, an increasingly diffuse culture in the later Middle Ages which, in England, could be described as courtly among the aristocracy, whether in its literary, artistic and religious themes or, as Maurice Keen so illuminatingly shows, in its practical application to the idea of crusade in the fourteenth century. That diffusion was helped by a growing lay literacy. The result, as Professor J. A. Burrow says in his introduction, was that in England courtliness was not the preserve of the court at Westminster.

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Gordon Leff

Gordon Leff is professor of history at the University of York.

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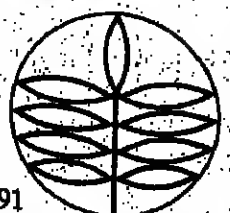
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Management education

An open training for supervisors

The management of any organization is as good as its supervisors. The competence of the supervisor is crucial to the performance of the organization. Supervisory training and preparation for the job is neglected in most organizations. There are probably few people who would quarrel with these statements, which reveal serious shortcomings in attitude and in performance, typical of all too many companies and typical also of the public services. The supervisor is the first level of management, responsible for the performance of people and of systems, responsible also for the achievement of specific parts of the policy of the organization.

Education and training to back up and to prepare for these responsibilities is generally inadequate. The combined Board in Supervisory Studies, of the Institute of Supervisory Management, of the Institute of Industrial Managers, of the Institute of Personnel Management and others, of short course programmes in colleges and elsewhere touches but a fraction of those with supervisory responsibilities.

But it is the lack of systematic training for supervisors that is especially worrying. Many, perhaps most, supervisors are not trained for the job they do. Lack of preparation makes a difficult task more difficult. For the supervisor often has to ensure role conflict as well as difficulties in achieving objectives. Is he one of "them" or one of "us"? Is he a craftsman, a technician, or a manager? It can be a particularly demanding "hinterland" this supervisory function.

Yet, it has always been so, has it not, so why be particularly concerned about it now? There are at least three reasons why the supervisory role is now more and not less crucial and why it is necessary to look again at training for the supervisor. First, because every organization, whatever the nature of the business, is being to be more and more concerned with innovation.

Innovation means change, which, by and large, the British worker does not like. Change is threatening and is regarded with suspicion. The supervisor, the first level of management, carries unique responsibilities for introducing change and sustaining innovation. The supervisor is no longer one who keeps a watchful eye on nothing but routine. Change is the constant factor on shop floor and in all forms of enterprise. The supervisor must be the manager of change.

Secondly, the demand for improvement in quality, whether of product or process is increasing. In a more competitive world attention to detail of quality control and assurance is vital. The nature of quality control is changing and the supervisor must hear the brunt of that change. And, thirdly, the emphasis in all organizations is increasingly upon systems rather than upon discrete operations. The supervisor must be aware of the demands of systems, of the necessary interrelationships which determine the success or failure of the organization. Within those systems, the levels and required skill are usually rising and the supervisor must be aware of those skills and use them.

It is because supervisory skills are crucial in a competitive and changing world and because more and better opportunities need to be provided in training for those skills that the Open Tech programme is attaching considerable importance to the development and extension of these opportunities. Very broadly, two things seem to be necessary, more flexible arrangements for learning and the provision of material and opportunities to meet specific needs in updating and retraining.

The Open Tech programme can

not satisfy all needs under these headings but it seeks to make a significant contribution by furnishing development projects that will establish and extend open and distance learning opportunities. Why open and distance learning? Because for supervisors (as well as technicians) there is a clear need to lower or remove barriers which make access to education and training difficult or impossible for many and this is what open learning is all about. And distance learning would give additional opportunities for those with motivation to develop skills and interests which at present they have little opportunity to develop.

This is not a ploy to get rid of teachers or courses. It is a means, one hopes, of increasing the effectiveness of learning, of opening up opportunities for training and of extending the range and scope of programmes of training to meet the needs of employers and of individual supervisors. It is possible to define four areas of need in which open and distance learning, perhaps with Open Tech programme support, can contribute to necessary provision of education and training in supervisory skills.

The first area is that of technical updating. Supervisors, like other workers, get out of touch with the technology, they are supposed to be supervising. They are also required from time to time, to introduce totally new innovations of which they have no background knowledge. Supervisors, like craftsmen, may well tend to cling too long to the skills they are familiar with, to the detriment both of performance and relationships. Updating in new technology and in applications of existing technology is available for the supervisor, but not on a sufficient scale and not in a way which recognizes adequately the difficulties facing many supervisors when required to get away from work for training or when required to master new technical knowledge having perhaps forgotten the necessary ground work which forms the basis of the new knowledge.

The second area is that of what we might call systems updating. Many supervisors will have had little training in management systems, they may not be well briefed in the organizational systems of their own company, they may lack understanding of the systems approach to process control. Some of these requirements are company specific; some are matters of general education and training. Only when the system is understood can the role of the supervisor be understood and adequately fulfilled; only when the system is understood can the supervisor communicate well.

The third area of need is that of open and flexible provision of training. Some of the barriers to access supervisors in courses of education and training relate to geography (the difficulty of getting to a course), shift work, some to entry qualifications and some to the policy of the employer. The point is that a more flexible and open provision of training would allow greater participation by those who are motivated to seek training and a more open provision could well assist motivation also.

The fourth area is that of learning to learn. Many supervisors will have been out of formal education and not readily accept anything that appears to put them back into the classroom or even anything that may appear to indicate that they need further training.

So here are four areas of need that the existing provision, useful though it is, does not adequately meet. The Open Tech programme offers the possibility of an advance on all four fronts by setting up projects that will:

I still can't decide whether I'm Manager or Labour



- produce learning material relevant to open and distance learning provision, in printed, audio and video forms and using where appropriate, computer based training methods;
- establish a number of different delivery systems using existing education and training agencies and making use of new technology to develop effectiveness;
- bring together education and industry and business in a partnership to meet needs;
- help to identify more satisfactorily, what the needs of the supervisor and the employer are;
- assist in training the teacher and the trainer in new methods of learning.

Some development projects for supervisory training are already underway under the Open Tech programme but a substantial initiative is necessary if supervisory training is to be accorded the significance it deserves in a world that is making more and more demands upon the supervisor. Such an initiative could not be totally sustained by the Open Tech. It would need the commitment of the participation of the network of existing provision and the willing support of employers in recognizing need and seeking to meet it. Open and distance learning could well be the spur to an initiative.

Mature adults seeking updating, retraining or the opportunity to gain initial qualifications they may now miss, require a more flexible provision than is currently generally available. A prime requirement for opening up the existing system and for making new and effective provision for updating is the development and production of appropriate learning materials and the training of staff to deliver these materials.

This is what the Open Tech programme is for, to support such developments and to seek to extend them. As was said earlier, open and distance learning is not about getting rid of the teacher. It is about making effective use of the teacher and it is about motivating the student. As with technicians, so with supervisors. There will be some supervisory skills that require "hands-on" experience. That requirement for hands-on experience, which will relate to the development of some inter-personal skills, cannot be met through distance learning. The need remains for the professionally skilled teacher and trainer to satisfy this requirement alongside the provision of learning packages that will enable the supervisor to follow a pattern of self-paced learning.

The Open Tech Unit sees itself as having a formative role in reorienting supervisory training provision to meet the needs of the 1980s and beyond. That role must be worked out in full collaboration with existing agencies. Changes there must be if the supervisory level of management is to be given the training needed for the pace of change that is now evident.

George Tolley

The author is Director of the Management Services Commission's Open Tech Unit.

Management education

Sound the trumpet of success

The British higher and further education system has sometimes been accused of not always justifying, of reacting too slowly to the changing needs of the society it serves. But the speed with which the universities and polytechnics have developed their schools, centres and departments in the field of management education over the past 20 years has been astonishing and should be trumpeted louder than it has been.

Yet (and I write particularly of the universities which have higher hurdles to overcome in order to answer national needs) the most interesting progress has been made in directions which were little appraised when the University Grants Committee and the Foundation for Management Education started their immensely fruitful partnership in the early 1960s. At that time the emphasis was upon Master of Business Administration programmes, with a target of 2,000 graduates per year by the end of the 1970s, and upon executive courses of up to several months in length for experienced managers. In the event, the current annual output of British MBA students is only 750, and a much higher proportion than expected of executive courses are designed for periods of from one to three weeks.

However, there have been dramatic developments in two other areas. First, degree courses in the management sciences and business studies now flourish at many of our universities and polytechnics, with several thousand students graduating each year, and with the realization that, just as medicine and engineering have their own basic discipline-forming sciences, so too does management - economics, law, accountancy, statistics, psychology, sociology, operations research - upon which are subsequently built the functional areas such as marketing, production, finance, personnel, etc, and which lead to holistic activities such as business policy and general management.

Second, we have seen a remarkable volume of activities developed jointly between industrial and public organizations, on the one hand and the academic institutions on the other, generated by, but going far beyond, what are generally understood by consultancy and research. It is heartening to see the closer integration of work and the growing cooperation between industry and academe over the last decade.

The joint cooperation takes many forms - the opening of companies to research projects by faculty and to the preparation of case studies both from the press of events; active consultancy by academics in specific fields such as finance and industrial relations where academics have shown their ability to act as external change agents in companies where the attitudes of traditional attitude have hardened; and the setting up of joint teams of academics and executives to study current problems and future plans, leading directly to their implementation.

Apart from their individual intrinsic value, all these activities have the paramount importance of providing practical feedback into the training on all the programmes from which graduates to post-experience within the schools and centres themselves and, this is one of the main reasons why it is in industry's very real self-interest to maintain and extend its partnership and collaboration with the academic institutions.

This last point is at the heart of one of two important issues which I would like to emphasize briefly here. To describe industry's needs and the state of management education in Britain today, there are more fluent penmen than mine and I would in particular draw the attention of managers, trade unionists and civil servants to the exceptionally competent and compelling first two Stockton lectures at the London Business School this year, by Sir Donald Barron and the school's principal, Professor Jim

Ball, which provide clear and articulate markers for the next stages of progress.

In an article in the Social Affairs Unit's 1982 publication *Educated for Employment*, ex-ICI Dr Bertie Everard writes: "What seems to be missing from the process of monitoring the provision of further education are adequate systems for getting value for money, for ensuring that courses are focused consistently on the needs of the student and (if appropriate) of his or her employer... Industrialists who ultimately foot the bill, and who depend on the public sector for educated recruits, must keep tabs on the quality and effectiveness of the delivery system." While I do not agree that this reasoning should apply across the full education spectrum, it certainly should for management education and for the regional management centres in particular. Here I believe that British Institute of Management could play a more assertive and effective part than it has done, and I am encouraged by an article in the January issue of *Management Review and Digest* on which action by the BIM could be based.

The Regional Management Centres (and some of the university centres and departments might be in-

If only we could see eye to eye!



cluded too) are by their nature distributed throughout England and Wales on a regional basis. So too is BIM's nationwide organization. Would it not be possible for formal links to be forged into dynamic associations within each region between companies and their managers and the management academic institutions?

Industrialists sit on many of the RMCs' councils, but the FME's long experience suggests that this is not enough and is often ineffective. The January article points the way for a formal relationship. "BIM can draw on the experience of its membership and synthesize an approach to management development based on practical experience in solving real problems." It is "an appropriate body to coordinate... a network of management teachers from the further education system" for the preparation and launching of a core curriculum.

The BIM could explore ways "of identifying the key elements of successful management practices in those companies demonstrably doing well. Mechanisms should then be devised to implement these" on a wider basis. And in all this, too, the Association of Teachers of Management could have a fulfilling role to play.

My second issue embraces the story of a failure. In the early 1970s Sir Peter Parker and I, encouraged upon an idea for an institute where managers, trade unionists and civil servants could meet together in objective surroundings, for both id and specifically designed programmes, to discuss the various issues of the day upon which they are all, from their different viewpoints, constantly and closely concerned in their

day-to-day activities at work. At many university management schools, RMCs and colleges such as Henley and Ashridge, managers and civil servants meet; but long experience had shown, and still shows, that only the very rare trade unionist was prepared to attend such programmes. We believed, therefore, that a specially designed institute was required, where trade unionists would be able to take their place side by side with managers on an equal basis. If a group of trade unions was prepared to take the initiative to sponsor and promote it, for employers and government to join as equal partners, we were sure the response would be a warm one.

We went so far as to cost the institution, and we suggested that Oxford might be the right location for it, with the relevant resources of Ruskin College, Nuffield College and the Oxford Management Centre close at hand, and the intellectual and administrative infrastructure of a great university. And in our blueprint we called it Ernest Bevin College, after the greatest of British trade unionists. But our efforts came to naught.

Since then we have all often seen how the absurd inhuman relations seem to prevail within organizations, bringing inconvenience, frustration and often pain and distress to a public of millions across the land, and slowly reducing Britain towards the foot of the league table of industrial nations.

I don't believe it is ingenious to say that sometime soon the confrontational, adversarial course which industry is pursuing, socially and industrially, will have to change. One way to help in bringing about this change of direction is to provide the means and facilities for people of different types of activity, responsibilities, power sources and social derivations to meet on neutral ground to study and discuss their mutual interests and problems, away from the ringing of telephones and the heat of battles.

Some trade unionists say that this would be a betrayal of their members and that confrontation leading to conflict is the only way forward. But many wiser men and women know that it is "the system" which begets attitudes rather than the converse, and that if we can provide an educational infrastructure for changing "the system" the attitudes will in due time change too.

In his inspirational Hiteach lecture delivered at Sussex University last November, "Whatever Happened to Industrial Democracy?", now published by the Institute of Manpower Studies for the Unit for Comparative Research on Industrial Relations, Sir Peter Parker argues for a Council of Industry "which would be a constitutionally recognized national assembly of the industrial powers-that-be, representing not only the major corporate powers, but all the main interests that make up our industrial policy - including the consumer and the independent." It would serve as a forum of national significance where serious matters of industrial and social policy could be debated, "with a clear and important advisory role in relation to Parliament and government."

Whether or not such a Council of Industry is ever formed, there is a critical need for education and preparation for better human relations within industry, the public services, and government; a need which present institutions such as the Civil Service Staff College, and the College of the Trade Unions can only partly meet. I believe that one day there must be an Ernest Bevin College, however different in detail it may emerge from its original concept.

Philip F. Nind

The author is director of the Foundation for Management Education.

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Management education

Learning a lesson from America

Teaching in American business schools on invitation over a number of years has also taught me much about what is right and wrong about the British approach. The renowned British schools in London and Manchester merit their renown as do a number of other university and autonomous institutions. These produce sophisticated elite, and the business executives desperately needed to reestablish the entrepreneurial spirit of British business must constitute just such an elite corps of sophistication.

There is no less needed, however, a supportive body of executives of middle-ranking role and abilities. They are needed in large numbers, though the numbers can be and are exaggerated. It should be the polytechnics and their management-business departments which supply these numbers. They are not doing so. Among the reasons is the new generally acknowledged one of "spine" the university concerns and philosophy. Fifteen years of experience and responsibility at a British polytechnic persuaded me not of a conspiracy but of a confusion of thinking-practice, starting at the top with Council for National Academic Awards accrediting.

At the most practical level there must be an acknowledged qualification for such middle competence. In Britain this was to be the Diploma in Management Studies - and still is. There can, of course, be a powerful case made for the academic "diploma" to be reserved for high-level graduate specialism to which admission is rigorously limited by prior undergraduate achievement. In the area of management studies, this was never a meaningful possibility. The

The obstacles did not have a single source nor a single academic determinant.

DMS was a middling qualification from its not very credible origin, and the Department of Education and Science committee for the DMS made a considerable effort at academic standards when it took on the responsibility for accreditation.

The DES was also anxious to promote numbers, but at every level of hierarchical authority in Britain there was a characteristic disdain for the way the Americans went and go about the pursuit of numbers. First, there was no particular liking for the Master of Business Administration as validating an academic discipline. Second, while there was recognition that America's best was good, middle America settled - in British judgment - for quantity with scant regard for quality in teaching in student in discipline.

The American Assembly of Collegiate Schools of Business, the AACSB, is a very real presence in business education in the United States and its accrediting process is more and more demanding. There is however no compulsory requirement for an American university offering a business management programme to be an AACSB member.

The critical aspect is however the flexibility of the American system of first mode of attendance and second, "credit accumulation" towards the qualifying degree. In the British polytechnic system, the system of approval for the Diploma in Management Studies, for instance, has in the decade I found it impossible to overcome the rigidities in relation to (a) what times teaching sessions would be offered and (b) the combination-permutation of qualifying subjects for the DMS.



The obstacles did not have a single source nor a single academic determinant. It seemed to me that every good and bad reason was always being made by someone to frustrate first the most flexible arrangements for student attendance and second the one or two or three-at-a-time accumulation of approved passes for the final goal of Diploma in Management Studies.

In the US, students come early morning, throughout the day, late evening, and midnight, weekends - and so do the lecturing staff. With minimal "prerequisites" the student can build subject by subject towards his or her MBA. Potentially such a mode if not a methodology builds numbers. There are thousands of business schools and thousands and thousands of MBAs.

Quality is, inescapably, a different kettle of teaching and taught. At the heart of the American system an approach is commitment to competition. The competition infuses and suffuses American business and American business teaching. This is not the place to examine the "theory" of competitive process (American economics is far more analytically sophisticated about the market process than most British economists would acknowledge or perhaps understand). If British ideology dislikes capitalist competition, it dislikes academic competition even more.

The National Association of Teachers in Further and Higher Education would rise in revolution at the experience of American academics - if not forthwith dead at the first exposure to "getting tenure" or "student evaluation". Apart from British trade unionism, however, British business and the British believe with religious conviction that competition means "worse". Debasement of standards is, in the British academic mind in particular, correlated to competitive operations.

That is not, it is argued, however the operation of competition in theory or in practice - not least in American academic practice. At whatever low level any American "university" may have started and still be, competition patently drives the system to higher and higher aspirations and achievements. There is clearly still an extraordinary range of academic standard in the American university system as a whole. As the best attain excellence, the worst are compelled to aim high. This compulsion exerts itself on teachers, teaching and taught.

Not all the thousands and thousands of MBAs get immediate graduate salaries of £30,000 plus. Not all the thousands of MBAs get the thousands of graduate appointments. Not all the thousands of MBAs get the thousands of graduate appointments. Not all the thousands of MBAs get the thousands of graduate appointments.

Very soon, it will not be possible to teach on a graduate accounting course at an American business school without a PhD.

None of this, however, means that a given lecturer cannot be paid well and will not insist on being paid well. There is someone of equivalent "rank" or "years of service". There are really startling salary differences throughout academic rankings and institutions.

The major obligation of American deans of an American business school is to "build a strong faculty". Within a total budgetary constraint, they have a free hand to pay for merit if they so desire. Given that this most revenue-generating section in most American universities is now its business management department, strong forces animate winning state and then national recognition for a particular grouping of teaching faculty. Individuals of distinguished reputation can be attracted by a high salary to a campus, hitherto unattractive - for the compelling reason that by further adornment of that campus it will soon be heard.

There are very obvious lessons, in my view, for how to put right what is presently wrong in management teaching in Britain.

Ralph Horwitz

The author is professor of management and business administration at Sangre State University, Illinois.

Management education

Grasping a grand mixture of methods

The world of chalk and talk is being transformed in management classrooms with the introduction of exotic techniques and approaches glorifying in such names as Jurisprudential Model, Each One Teach One, Buffet Dialogue, Problem Pack, Directed Conversation Method and Talking Wall. Management tutors used to lecture to students until they discovered... management development techniques. Freed from the burden of directly imparting knowledge, many are now able to devote themselves wholly to the task of what has come to be known as "creating learning situations".

There is, perhaps, a greater diversity of teaching and learning methods in use in management education than in any other subject, and the already extensive range is ever-increasing due to the unremitting rate of innovation. Indeed, it is difficult to grasp the breadth of the techniques and styles being used, as I discovered during my recently completed research "The Learning Methods Project". This aimed to investigate, document and describe all known teaching and learning methods used in management education. Over 300 methods were discovered and these appear in the *Encyclopedia of Management Development Methods* to be published shortly. Why have so many techniques been, and continue to be developed?

In order to answer this question, one must first examine the characteristics which distinguish management education from other subjects. These can be identified under three main headings: the heterogeneous nature of management education; its market orientation; and the attributes and attitudes of its students.

The diverse nature of management education can be illustrated in a number of ways. Those being taught can come from any point on the management line, from supervisory staff to managing directors. The length of training can be anything from a half-day seminar to a three-year graduate course. The level of training may vary from the teaching of basic interpersonal skills to the development of analytical abilities. Some student performance is assessed through examination, although most is not. Courses may be provided by university or college lecturers, company training personnel or management consultants.

More than any other educational discipline, management education is subject to external influences, in particular to commercial market forces. With the exception of graduating courses and training provided for an organization by its own training function, much of management education comes about after competition in the market place. Business schools and colleges compete with private sector management consultants in an effort to sell their services to a prospective buyer. Indeed, the term "product" is often used by those in management education when referring to the course, teaching style, development techniques, etc. they have on offer. The customer client who buys the product pays directly for it and is charged a high fee. In return, the client expects a well-run, stimulating programme.

In comparison with students pursuing other courses of study, management students fall into no general grouping. They are of varying ages, academic backgrounds and abilities. They come from any part of the management hierarchy. While many are voluntarily taking a management course, others will have been sent by their employers regardless of personal interest or enthusiasm. A great number have either never acquired, or else have forgotten, basic student study skills. Moreover, given the ac-



tion-orientated nature of management, many students come to education with a low regard for anything which might be described as theoretical. Sometimes, they are actively hostile to any idea, model or approach not based on practice or experience alone.

Having established these unique characteristics, what correlation exists between them and the proliferation of management development methods? In general terms, a discipline of such heterogeneity will obviously need to be accommodated by a diversity of teaching and learning approaches. More specifically it can be argued that market competition has done much to stimulate innovation. Given such high client expectations, potential suppliers have had to devote time to clarifying objectives, selecting content, and designing and using appropriate teaching methods. Moreover, they have constantly to work at developing new products in order to remain competitive.

Following the principles of commercial new product development, much thought is given to labelling and packaging. Thus, many training techniques and packaged courses have titles designed to evoke an immediate, positive response. For example, acknowledging the predilection of many managers for "doing" rather than reflecting or theorizing, there are methods with such titles as Action Maze, Action Centred Leadership, Action Learning, Action Planning and Action Project.

Furthermore, the products on offer need to be distinctive, and some institutions have actually succeeded in both developing and becoming associated with a particular style or method. Thus the Harvard Business School is inextricably linked with the Case Study Method, while Joint-Development Activities bring the Manchester Business School to mind. Similar associations have been achieved between individuals and approaches, as in the case of Robert Blake/Jane Meuton and Grid Development.

A great many techniques have been developed in direct response to the varying requirements of management students. Thus, Syndicate Case Discussion, The Business Game and the In-basket Exercise can be seen as examples of "work-mirroring" techniques designed to contend with the lack of basic study skills. As short courses allow no opportunity for the teaching of these traditional educational methods such as the lecture, seminar and set reading have been abandoned in favour of these which more closely reflect the manager's working style.

As it is also impossible, during short courses, to confer the prevalent negative attitude to theory, management tutors have devised techniques which, rather than expounding theoretical ideas or research findings, aim to make explicit students' personal views. The use of self-assessment questionnaires linked to some management theory (refer-

red to as instrumentation) is a good example of such an approach.

It would be an over-simplification to ascribe the growth in the number of management development methods wholly to the unique culture of management education. Fashions prevail within management education, as elsewhere. Some subjects, notably psychotherapy, have provided a regular source of techniques that have been adapted for use with managers. Perhaps the best known of these are transactional analysis (TA) and Gestalt therapy, while the most recent transplant is neuro-linguistic programming. Currently, training techniques based on Skinner's theories of operant conditioning herald the return to favour of behaviour modification.

Advances in technology have inevitably influenced method development, though, as yet, only moderately. With the wide availability and relative cheapness of video equipment, its use has been incorporated in such techniques as video confrontation, micro-teaching, interpersonal process recall and trigger films. Similarly, methods such as computer assisted learning and reflective learning rely heavily on the use of a micro-computer.

Despite the foregoing rationalization of some of the reasons behind the development of so many methods, the methods themselves have evolved in a somewhat haphazard way. They have not been designed systematically after consensus between management educators as to the teaching and learning requirements to be met within management education as a whole. On the contrary, the methods have been developed by various individuals and institutions by way of response to needs specific to their own particular situations.

At the same time, given that, hitherto, there has been no central source of information, the average management tutor has been unaware of the existence of even a fraction of the development techniques available. Moreover, regular use has been confined to an even smaller number. Perhaps, given the opportunity to examine and assess the range of development techniques at their disposal, management tutors will become more aware of the benefits in effectiveness to be gained from augmenting and developing their own teaching skills. Such examination and assessment might also help identify the circumstances in which one method is to be preferred to another. Should this happen, it would go some way to eliminate the current "fashion of the month" approach to method choice.

Andrzej Huczynski

The author is lecturer in organizational behaviour at Glasgow University.

Andrzej Huczynski, *Encyclopedia of Management Development Methods*, Aldershot: Cower Publishing Company, 1980.

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Management education

a special report

Battle against complacency

The past three years have seen the worst depression in the advanced nations for half a century and there are few signs of its ending. No industrial nation has suffered more than Great Britain. In these circumstances, one would expect a good deal of heart scorching on management performance and, in particular, on the training and education for it. But criticism has been curiously muted. *The THES*, it is true, has published annual supplements on management education and occasional letters and articles. But, looking back, one is struck by how few fundamental changes are suggested by the limited correspondence. The director general of the Confederation of British Industry, Sir Terence Beckett, has been particularly scathing about some aspects of management, but did not subject the educationists to such a critical analysis, while Sir Trevor Holdsworth, chairman of GKN and recently of the British Institute of Marketing has been particularly complacent about management abilities and performance.

In the past it was fashionable for management educationists to escape responsibility for poor performance by pointing to the limited amount of training available, its recent introduction, and the tardy response to such provision as was made by business itself. This attitude increasingly lacks credibility. As long ago as 1971, NEDO, with a distinguished panel of industrialists and management educationists on its committees, was claiming that the UK was far ahead of its European rivals in the scale of activities in this form of education. If that were true, and no one has challenged the figures, then the defects must be in the content and quality of the instruction, combined with personal deficiencies in those seeking to apply it to practical situations and the milieu in which they are forced to operate. There is no doubt that management educationists, like many of the managers they train, are energetic and devoted but they are pointed in the right direction?

Many think they are not, but almost invariably they lie outside the group of practising managers and teachers. They may, in the UK, like the president of the British Association for the Advancement of Science, Sir Charles Carter, a distinguished academic, be particularly critical of the quality of management with re-

gard to the application of scientific knowledge. Or perhaps knowledge observers like the *Economist* which regularly refers to the theme of management and machinery, soggy management and Luddite trade unions or some variations of that notion as a matter of course. Alternatively, they can be distinguished foreign commentators, like the Brookings Reports of the 1970s, or the *Der Spiegel* article of 1977.

If pride did not prevent us from learning from others, then the very success of the Japanese requires management teachers and practitioners to observe them more closely than anyone else. Readers of Sunday supplements are now familiar with the boiler-suited Japanese manager who spends a good deal of time on the shop floor, and eats with the workers in the single canteen. The dozen of British Japan-watchers, G. C. Allen, recently quoted with approval the phrase: "In a Japanese firm it is difficult to tell where management begins and ends." While not minimizing the importance of Japanese technical competence we are reluctantly coming to realize that this combination of egalitarianism in the factory, together with a respect for status, seniority and tradition in other aspects, has much to do with the Japanese success story.

Even when recognized, the usual attitude in English management has been to dismiss the Japanese outlook as a mixture of Zen Buddhism and inherited characteristics which are irrelevant to the British experience, and to concentrate on the more tangible methods of improving output. Management educationists appear to support this view. The *Newsletter of the Anglian Regional Management Centre* for July 1981, for example, quotes with approval a Ford pronouncement on these lines, and this is one of the most respectable institutions in the public sector of higher education. But increasingly it appears that deep-seated human outlooks prevent the effective solution of industrial problems. But can they be solved on Japanese lines? C. Allen at least thinks so. The changes needed, he acknowledges, would be fundamental but no greater than those made by Japan itself in the immediate post-war period.

Many might be surprised unless one takes into account the preference for isolation from the rest of their academic colleagues that seems to be a feature of the larger management schools, that little mention is made by them of these cultural problems. The new major book by Martin Wiener, *English Culture and the Decline of the Industrial Spirit*, has been widely and generally favourably reviewed. It has been dismissed far outside the limited sphere of academics, normally likely to be interested in such a book. Most were highly favourable although criticism from one group, the economic historians who are well placed to point out the flaws in the argument, show that the thesis is by no means universally acceptable. But if the writings of the management educationists are to be taken as a guide, it has had little impact on them. One of the volume's major themes is that industrial managers and politicians alike have been drawn into a cultural and value judgment pattern that is more appropriate to the rural society of previous centuries. With its rigid divisions and strict hierarchical relationships, the "gentrification" of management is, in a form sometimes used for the alleged defect. Certainly a prime factor for such a change is not difficult to make, nor is it difficult to produce some evidence that management education suffers from the same problems as management in general. Just as the new universities in the 1960s related the notion that they should be like the country houses of the 17th century, so the management schools, whether in public or private hands, tend to be isolated in country

houses. Less remarked on but perhaps giving equal cause for concern is Man-cur Olson's *The Rise and Decline of Nations*. Professor Olson attributes this decline to "the consoling effect of pressure groups and combinations." Readers of management journals are familiar with the notion of the deleterious effect of trade unions, but Olson extends the criticism to employers' federations, professional bodies and monopolies of all kinds.

It can be argued that the Wiener thesis explains and reinforces a strong sense of hierarchy and of inappropriate ideas of organizational structures, to be defended at all costs. Such notions both build on and strengthen the traditions of the past in management education. For example, one of the most considerable contributions to its development in inter-war years sprang from the work of B. Seebohm Rowntree and the group surrounding him. Although the cocoa magnate derived his original ideas from a Quaker background in which a common theme was "management is not a status but different in content", this egalitarianism did not persist. The increasing skills that the group saw as being necessary for the proper conduct of affairs required a greatly increased professionalism, which in turn led to separation from the rest of employees. Training became longer and more expensive. Such experiences scored well with and reinforced notions of hierarchy already established in practicing management and in society in general, although it was argued that status was now based on quality and personal operation of neoplaton.

This exclusive tendency, with its use of status symbols, has provoked a more acute because the value system is geared to individual rewards and incentives. The study of individuals and the major contribution of social scientists to management education over the last 30 years, the terms "bureaucracy", "personnel management", "hierarchy of needs" are commonplace and reflect a concentration in Western society on the individual. However, desirable this may be in some respects, if carried to extremes it can fragment the group to which it is applied. Yet the principal lesson we perhaps ought to learn from the Japanese is the importance of the group, its cohesion and its morale.

There have, of course, been criticisms of the system for many years. For example, the one which Elton Mayo forever in his later writings and for which he coined the phrase "a rabble society", to describe what he was heading that way, but if we are to accept that few management writers have given thought to what to do about it. Of the many who have studied Mayo's Hawthorne experiments, probably only a small proportion have read his *Social Problems of Modern Industrial Civilization*, and fewer have assimilated it, in their teaching.

There can be no better example of this philosophy at work than the current position in management education. The combination of hierarchical and status pressures from both managers and educational institutions, together with the entrepreneurial activities of professional bodies, have all conspired to prevent any serious attempt at integration of the management group at least, let

alone the whole work force, if one accepts Urwick's definition of management as being essentially the work of controlling others, there are currently five steps at least in the hierarchy of courses to prepare the student for this task - namely NEBSS certificates and diplomas; the certificate and diploma in management studies; and the master's degrees. If specialist diplomas, the proposed diplomas in business administration of BEC and PhDs are counted, that brings the divisions in at least eight. To which, in general management, those who prefer a professional qualification can add the awards of the Chartered Institute of Secretaries and Administrators, the Institute of Industrial Management and the Institute of Administrative Management and no doubt several others. In addition, there are many more professional bodies offering qualifications in functional management.

That some part of these divisions is due to institutional exclusiveness rather than an educational step ladder with a seal of approval at each stage, can perhaps be demonstrated by the fact that entry to few of the academic qualifications is absolutely restricted to those who have already passed the lower examinations. The universities, in the main, concentrate on the master's degrees, the polytechnics and major colleges on the DMS, and so on down the hierarchy.

It is not to be wondered at that the graduates of such a system tend to assimilate exclusiveness and status ideas. Hence the concentration on the style of company car, the dining-room to which one is assigned (a choice of up to five in some British companies), and even the size desk or carpet. The maintenance of face and sense of hierarchy comes to be both neutral and very important and those who are often attracted by it are not those who are most likely to submerge willingly their own personality into group activities.

But management educationists are subject to other pressures than cultural ones. The notion of academic respectability, although vague, is a powerful influence and has on occasion played a considerable part in the formal of management courses. For example, the commerce degrees established at the beginning of the century to provide for the education of future managers found it extremely difficult to retain a balance between the need for relevance that the industrialist required, and the theoretical content more appropriate to academic studies.

The post-war experience has been different, since management education has become more respectable perhaps because of its association with the need for relevance that the industrialist required, and the theoretical content more appropriate to academic studies. The post-war experience has been different, since management education has become more respectable perhaps because of its association with the need for relevance that the industrialist required, and the theoretical content more appropriate to academic studies.

These are often enough presented as a package of techniques to solve important problems, and which have management, that is, a need for its short-term problems (one of the *Der Spiegel* criticisms). MBO, a critical path, product analysis, etc., are



but a few that spring to mind. Management journals keep in line with these preferences. The book that has been most enthusiastically reviewed in *Management Today* in the past few years is one such topic - *Action Learning*.

Useful in themselves, they may be, but often they are far removed from the needs of the manager in situ. The popularity of such courses in the academic institution is perhaps illustrated by the fact that at the London Business School, of the 77 strong faculty, 33 teach finance related subjects (the area most appropriate to quantitative studies) compared to one each for production management and industrial relations.

In the teaching of the behavioural sciences and industrial relations in the past two decades, the nations of MacGregor, Likert, Hertzberg and Maslow, have predominated. Influential as they are, their concentration on the individual have worked seriously against group cohesion and activity. In UK industrial relations, the work organization is seen to be a pluralistic system with dynamic equilibrium prevailing as groups pursue their own interests but accept the need to accommodate through negotiation to the diverging needs of others, hoping by doing so to achieve in the end harmonious and unemotional relationships leading to mutually beneficial objectives. The rival unitary system has been demigraled.

The pluralistic notions have been reasonably successful until the advent of the East Asians, particularly the Japanese who are nothing if not unitary in outlook. Management lecturers need to take account of this, not much by resurrecting the stale old ideas on leadership, but perhaps by a new look at the much more respectable and clear ideas on leadership or authority. How is it legitimated? Does participation make it acceptable?

If integration and teamwork are worthwhile ideals, then organizational forms in management courses also need attention. Is it really sensible to proceed with the fragmented system that currently prevails? Is there no way in which the advantages of training all managers or potential managers together for some part of their study at least can be achieved? Currently a management lecturer talking of organizational efficiency and teamwork must lack as much credibility as a Fleet Street editor talking of industrial relations. We really should do something about it, even if all the changes required took until long after the end of the century to achieve. After all, the Japanese have taken as long to get where they are.

C. A. HORN

The author is dean of modern studies at Oxford Polytechnic.

University of Birmingham Research Report
MANAGEMENT TRAINING NEEDS IN FURTHER AND ADULT EDUCATION
 A West Midlands Survey by David L. Williams
 The Secretary General of the Society for Management Studies in Education, University of Birmingham, Faculty of Education, PO Box 363, Birmingham B16 2TT.

NOTICE BOARD

Forthcoming Events

The first national conference on racism in the geography curriculum has been organized by the Association for Curriculum Development in Geography with the assistance of the Committee for Racial Equality. The conference, sponsored by London University's Centre for Multi-Cultural Education, will take place on March 29 at the University of London Institute of Education. Conference organizer David Gill explains: "Few people realize that the way geography is taught can perpetuate racist attitudes. We hope our conference will open some eyes and help people to avoid unintentional racism."

Modern German Philosophy and the Arts is a course of six lectures organized by the extra-jurid department of the University of London

In association with the British Society of Aesthetics, the lectures, on Hegel, Husserl, Adorno, Benjamin, Merleau-Ponty and Derrida, will be held on Wednesday evenings from April 13 to May 18 from 7.00 pm to 8.30 pm at 26 Russell Square, WC1. Among the speakers and Gregory Oes Jordis, Julia Roberts and Terry Eagleton. Details of the series and a weekend seminar on modern German philosophy arranged in conjunction with the series may be had from M. J. Cooper, Room 265, Department of Extra-Mural Studies, 26 Russell Square, London WC1B 3DQ - 01-436 8000 x 3874.

The annual conference of the Organization of Sociologists in Polytechnics will be held on March 30 and 31 at the City of Birmingham Polytechnic. This year's theme is "Sociology and Social Reconstruction". Details can be had from P. Toley, C219, Festival Street, Birmingham B4 2SU. 021 356 6911.

News

Artistic Caledonian is providing scholarships for up to 20 postgraduate Nigerian students at Sussex University over the next five years. The scheme, which is to mark the tenth anniversary of the airline's flights between Nigeria and Britain, will pay fees, maintenance award and free air travel between the two countries. The first two recipients, Idris Musa Maituku, who is studying for an MSc in biochemistry, and Joseph Chikuma Odigbo, who is taking a MPhil course in geography, have just begun their studies.

Huddersfield Polytechnic has been given approval to start the first BA (Hons) in social science award and free air travel between the two countries. The first two recipients, Idris Musa Maituku, who is studying for an MSc in biochemistry, and Joseph Chikuma Odigbo, who is taking a MPhil course in geography, have just begun their studies.

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Recent publications

The History Department at Lancaster University in association with Methuen Ltd is launching a series of pamphlets aimed at sixth-formers studying A level history. The series, "Lancaster Pamphlets", will cost £1.50 and contain material on the material for the first six topics examined in the A level and early Stuart England, the Interregnum, the "Scientific Revolution", the

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I had over-prepared the event that I had laid out just the right books I had almost turned down the pages.

Just over ten years after the death of the American poet Ezra Pound, interest in his work continues to grow. A recent *Omibus* programme on BBC 2 featured Bernard Kops' play about Pound's captivity in the cage at Pisa, imprisoned for broadcasting pro-Fascist speeches. On March 28 to 30, the Eighth International Pound Conference, "Ezra Pound and the Visual Arts" will be held at the University of Reading. Speakers include Donald Davia, Richard Cork, Marius Korn and Massimo Badalupo.

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Grants

Lancaster
 Cumbria and Lancashire Archaeological Unit £18,508 from the Department of the Environment for post-excavation work at Whitlock, Lancashire.
 Economics Professor A. J. MacBean and Mr D. T. Nguyen, £25,576 from the Overseas Development Administration for study of commodity policies: problems and prospects in developing countries' primary commodity trade.
 Educational research Professor O. L. Williams, £20,500 from the Leverhulme Trust for investigation of effects on individuals of vocational further and adult education.

Physiology Professor M. W. B. Bradbury, £15,335 from the Wellcome Trust to support an electrophysiological investigation of permeability and transport in single brain microvessels from the frog; Professor P. F. Baker, £16,500 from the Muscular Dystrophy Association to extend an existing research fellowship.
 Electricity Professor Dr R. B. Burt, £19,666 from the SERC to support research in the influence of trace impurities on each rates in an RF plasma torch reactor.

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 Mechanical engineering Dr D. N. Morison, £20,285 from the SERC for a study of patching of 316 stainless steel in elevated temperatures; Dr R. Saoway, £29,140 from the SERC for research into suspension systems for vibration control in rotating machinery.
 Geology Professor D. R. F. Firth, £11,172 from Amoco Production Company for Professor C. E. Buhner's research (various oil companies); also grants from B.P. Ltd, Elf Aquitaine U.K. (Holdings) Ltd, Esso Exploration and Production U.K. and Sunoil (Oen Norske Statoil).
 Marian transports Mr M. O. Onimidi, £23,000 from the Department of Trade for research into domestic waterborne freight transport studies; Marine biologist Dr Joann M. Jones, £23,000 from Esso Ltd for a comparison of effects of dispersants; dispersed oil and non-dispersed oil on neobenthic and epibenthic organisms.
 Statistics and computational mathematics Professor L. M. Davies, £35,000 from the SERC for numerical software research on the KCL PERC.

Grants

King's College, London
 Biophysics Dr S. Neidle, £39,320 from the Medical Research Council to support X-ray structural studies on some oligonucleotides and their interactions.
 Zoology Dr D. M. Ensor, £10,200 from the Thames Water Authority for a study of the intersex roach.
 Linguistics Dr P. M. Johnson, £67,445 from the MRC for research into human trophoblast membrane antigens and their immunological significance.
 Radiology Professor James Lister, £18,000 from the Children's Research Fund for the support of a technician for departmental research projects.

Grants

Southampton
 Professor Barbara Clayton, professor of chemical pathology and human metabolism at the University of Southampton, has been appointed dean of the faculty of medicine for the next three years.
 Dr Timothy John McWhirter, consultant physician at the Royal Maudsley Hospital, has been appointed to the Cancer Research Campaign chair of medical oncology in the Institute of Cancer Research with effect from October 1, 1982.
 Professor Charles Herbert Peck, professor of English in Queen Mary College, has been appointed to the chair of English in that College with effect from March 1, 1982.

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Liverpool
 Mechanical engineering Dr D. N. Morison, £20,285 from the SERC for a study of patching of 316 stainless steel in elevated temperatures; Dr R. Saoway, £29,140 from the SERC for research into suspension systems for vibration control in rotating machinery.
 Geology Professor D. R. F. Firth, £11,172 from Amoco Production Company for Professor C. E. Buhner's research (various oil companies); also grants from B.P. Ltd, Elf Aquitaine U.K. (Holdings) Ltd, Esso Exploration and Production U.K. and Sunoil (Oen Norske Statoil).
 Marian transports Mr M. O. Onimidi, £23,000 from the Department of Trade for research into domestic waterborne freight transport studies; Marine biologist Dr Joann M. Jones, £23,000 from Esso Ltd for a comparison of effects of dispersants; dispersed oil and non-dispersed oil on neobenthic and epibenthic organisms.
 Statistics and computational mathematics Professor L. M. Davies, £35,000 from the SERC for numerical software research on the KCL PERC.

Grants

King's College, London
 Biophysics Dr S. Neidle, £39,320 from the Medical Research Council to support X-ray structural studies on some oligonucleotides and their interactions.
 Zoology Dr D. M. Ensor, £10,200 from the Thames Water Authority for a study of the intersex roach.
 Linguistics Dr P. M. Johnson, £67,445 from the MRC for research into human trophoblast membrane antigens and their immunological significance.
 Radiology Professor James Lister, £18,000 from the Children's Research Fund for the support of a technician for departmental research projects.

Grants

Southampton
 Professor Barbara Clayton, professor of chemical pathology and human metabolism at the University of Southampton, has been appointed dean of the faculty of medicine for the next three years.
 Dr Timothy John McWhirter, consultant physician at the Royal Maudsley Hospital, has been appointed to the Cancer Research Campaign chair of medical oncology in the Institute of Cancer Research with effect from October 1, 1982.
 Professor Charles Herbert Peck, professor of English in Queen Mary College, has been appointed to the chair of English in that College with effect from March 1, 1982.

Grants

Ridley Fellowship Mrs S. M. Hall (nr and water pollution). Mr R. Timmensen (transport studies).

Open University programmes March 26 to March 30

Saturday March 26	Sunday March 27	Monday March 28
<p>8.00-9.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>9.00-10.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>10.00-11.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>11.00-12.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>12.00-1.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>1.00-2.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>2.00-3.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>3.00-4.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>4.00-5.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>5.00-6.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>6.00-7.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>7.00-8.00 Numerical Computation: Solving Linear Equations (M201) (prog 3)</p> <p>8.00-9.00 Numerical 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CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

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Universities

THE CHINESE UNIVERSITY OF HONG KONG

DIRECTOR

The Chinese University Press

The University invites applications from suitable candidates for the post of Director of the University Press. Established in 1977, the University Press publishes books in a wide range of academic disciplines in both Chinese and English.

Requirements

- Prospective candidates should be able to:
- seek out and extend through publication the intellectual resources of the University;
- ensure that the University Press reflects and promotes the scholarly interests of the University;
- conduct the affairs of the University Press in a fiduciary spirit for the intellectual enrichment and benefit of the University;
- manage all publishing operations effectively within a set budget;

- Qualifications and attributes required:
- preferably a higher degree, in addition to a good university degree or equivalent qualifications;
- proven administrative and leadership ability as well as proficiency in both the Chinese and English languages;
- extensive experience in publishing, either in overall charge or in the editorial, design, production or business sections of a publishing firm or university press, and be able to see a manuscript through the various stages to its publication.

Annual Salary

HK\$202,140-271,580 by 8 increments

Exchange rate approximately: US\$1=HK\$6.6 C1=HK\$0.9

Commencing salary will depend on qualifications and experience.

Conditions of Service: Benefits include annual leave, long leave with full pay at the rate of one-sixth of residential service, superannuation (University 15% applicable 5%), medical benefits, education allowance for children and housing allowance.

Application Procedure: Applications should be made out in duplicate, giving full particulars, experience and the names and addresses of 3 persons to whom reference may be made, and sent together with copies of certificates/diplomas/awards and recent publications, to the Personnel Section, The Chinese University of Hong Kong, Shatin, N.T., Hong Kong (quoting ref. no. 77/80/1/83) not later than 30th April, 1983. Please mark "Recruitment" on cover.

UNIVERSITY OF HONG KONG

Applications are invited for the following posts (closing dates in brackets):

Senior Lecturer/Lecturer in marine technology in the Department of Mechanical Engineering (15th May 1983). Applicants should be holders of an honours degree and preferably a higher degree in a relevant discipline with, in addition, considerable experience in the field of marine technology. Preference will be given to those with teaching, research and publication experience in one of the following fields: (a) computer applications, non-computer systems and marine processing; (b) VLSI circuits and systems, computer-aided design and instrumentation.

Reader/Senior Lecturer in Building Services in the Faculty of Engineering (14th May 1983). Applicants should possess a B.Sc. (Eng.) degree and preferably also a higher degree and should be Chartered Engineers (U.K.) and be capable of supervising the work of staff in the field of building services engineering. Preference will be given to those with teaching, research and publication experience in one of the following fields: (a) computer applications, non-computer systems and marine processing; (b) VLSI circuits and systems, computer-aided design and instrumentation.

Further particulars and application forms may be obtained from the Secretary, Association of Commonwealth Universities (ACU), 36 Grafton Square, London W1A 1QF; or from the Appointments Unit, Secretary's Office, University of Hong Kong, Hong Kong.

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THE UNIVERSITY OF AUCKLAND New Zealand

COMPUTER CENTRE

Consultant in Computing

CLOSING DATE: 23rd April, 1983

Applicants should have a Ph.D. or equivalent. It is intended that the person appointed will have a detached and critical attitude to computing either with familiarity with any specific items of equipment or software. Duties will include general support of the facilities offered by the Computer Centre through hardware and/or software systems development, formal lectures, demonstration and advisory and consultative services, as well as making a special contribution in one or more fields such as data communications, statistical software, computer graphics.

MANAGEMENT STUDIES

Lectureship in Commercial Data Processing

CLOSING DATE: 28th April, 1983

Applicants should have a higher degree and teaching experience and research interests in two or more of the following: systems analysis, systems design, programming, data base management systems, data communications, management information systems, decision support. Preference will be given to those who have had practical experience in any of these areas.

Commencing salary will be established according to qualifications and experience within the scale for Lecturers, at present NZ\$21,260-325,894 per annum. Conditions of appointment and Method of Application are available from the Assistant Registrar (Academic), University of Auckland, Private Bag, Auckland, New Zealand or from the Association of Commonwealth Universities (ACU), 36 Grafton Square, London W1A 1QF. Applications in accordance with Method of Application should be forwarded as soon as possible but not later than the closing date stated.

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UNIVERSITY OF ZIMBABWE

Applications are invited for the following posts:

PROFESSOR OF ECONOMICS

DEPARTMENT OF ECONOMICS

Applicants should be suitably qualified and have specialised knowledge of one or more of the following disciplines: (i) Money, Banking and Finance; (ii) Industrial Economics and Planning; (iii) International Trade and Finance; (iv) Public Enterprise Economics. Preference will be given to candidates with Third World and especially African experience.

LECTURESHIP/SENIOR LECTURESHIP

DEPARTMENT OF ECONOMICS (3 posts)

Applicants should be suitably qualified and have specialised knowledge of one or more of the following disciplines: (i) Statistics and Econometrics; (ii) Economic Theory; (iii) Agricultural Economics; (iv) Industrial Economics and Planning; (v) Monetary Economics and Public Finance.

SALARY SCALE:

Lecturer Grade II Z\$8,016 x 510-5,554 x 552-313,428

Lecturer Grade I Z\$13,350 x 395-315,840

Senior Lecturer Z\$18,000 x 430-315,840

Professor Z\$18,452 x 512-20,676 x 840-323,196

Appointments on above scales according to qualifications and experience.

Conditions of Service: Both Permanent and short-term contracts are offered. Persons who are not Zimbabwean citizens may be appointed only on a short-term contract basis with an initial contract period of two years. Short-term contracts may, in exceptional cases, be extended.

Six copies of Applications giving full personal particulars (including full name, place and date of birth, and qualifications, employment and experience, present salary, date of availability, telephone number and name and address of three referees) should be sent to the Director, Appointments and Personnel, University of Zimbabwe, P.O. Box MP 187, Mount Pleasant, Harare, Zimbabwe (Telex 4-182 ZW), from whom further particulars are available on request.

Candidates should send an additional copy of application to the Association of Commonwealth Universities (ACU), 36 Grafton Square, London W1A 1QF, from whom further particulars are available.

Closing date for receipt of applications is 29th April, 1983.

Further particulars and application forms may be obtained from the Assistant Registrar (Academic), University of Auckland, Private Bag, Auckland, New Zealand or from the Association of Commonwealth Universities (ACU), 36 Grafton Square, London W1A 1QF. Applications in accordance with Method of Application should be forwarded as soon as possible but not later than the closing date stated.

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Universities continued



UNIVERSITY OF DUBLIN
Trinity College

REGIUS CHAIR OF LAWS (1668)

Applications are invited for appointment to the Regius Professorship of Laws (1668) at Trinity College, Dublin, which will fall vacant on 1st January, 1984 following the retirement of the present holder, Dr. R. F. V. Heuston.

Further particulars, relating both to the conditions of appointment to the Chair and to the activities of the School of Law, may be obtained from:

G. H. H. Giltrap
Secretary to the College,
Trinity College,
Dublin 2.

to whom formal applications may be made, preferably not later than 30th April, 1983.

THE UNIVERSITY OF LANCASTER
CHAIR IN COMPUTING

Applications are invited for a Chair in Computing. The expectation is that the person appointed will assume responsibility both for the Computer Service and for the Department of Computer Studies. Planning of reorganization to that end will be a first task.

Salary within the Professorial range. Present professorial average £18,405.

Nine copies of applications, quoting Reference L281/A, should be submitted, not later than 22 April 1983, to the Establishment Officer, University House, Bailrigg, Lancaster LA1 4YW, from whom further particulars may be obtained.



University of Wales

SENIOR LIBRARY ASSISTANT

(fixed term - 2 years)

to assist with administration

and development of a newly

established library. Ability to

communicate effectively

essential.

Salary: Grade 1B

£6,375-£9,370

Requests (quoting Ref. THES)

for details and application form

to Staffing Officer, UWIST,

P.O. Box 68, Cardiff CF1 3XA.

Closing Date: 8th April,

1983.



University of Buckingham

Assistant Admissions Officer

The University College at Buckingham

is seeking a person to assist

with the recruitment of

students to the University

of Buckingham. The

successful candidate will

be responsible for the

administration of the

admissions process and

will be expected to

liaise with the

admissions staff and

the admissions

committee. The

successful candidate

will be expected to

Universities continued

University of
Leicester
School of Education
Computer Programme in
Mathematics
**RESEARCH
ASSOCIATE**

Applications are invited from teachers of mathematics for a post of Research Associate to work with Mr P. O. Bell on his research into the use of PROLOG in the teaching of mathematics. The post is for two years, with a possibility of extension. The successful candidate will be expected to produce a series of papers for publication and to supervise the work of postgraduate students. Salary will be in the range £11,000-£13,000 per annum.

Further details are available from Mr P. O. Bell, School of Education, University of Leicester, LE1 7RH. Applications should be sent to him by 15 April 1983.

University of
Liverpool
School of Physical
Education and Recreation
LECTURURER

Applications are invited for a post of Lecturer in Physical Education to contribute to the teaching of physical education at postgraduate level. The successful candidate will be expected to teach and supervise postgraduate students in the areas of Physical Education and Motor Learning.

Initial salary within the range £10,000-£12,000 per annum. The post is tenable from 1st October 1983 for a period of three years.

Applications should be sent to the Director of the School of Physical Education, University of Liverpool, 696, Chester Road, Liverpool L69 3GB. Closing date 15 April 1983.

The University
College
of Wales
Aberystwyth
**LECTURERSHIP IN
INTERNATIONAL
POLITICS**

Applications are invited for a Lectureship in the Department of International Politics. The successful candidate will be expected to teach and supervise postgraduate students in the area of International Politics. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of International Politics, University College of Wales, Aberystwyth, Ceredigion, Wales. Applications should be sent to him by 15 April 1983.

The University of
Lancaster
**LECTURERSHIP IN
ITALIAN STUDIES**

Applications are invited for the post of Lecturer in Italian Studies. The successful candidate will be expected to teach and supervise postgraduate students in the area of Italian Studies. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Italian Studies, University of Lancaster, Bailrigg, Lancaster LA1 4YW. Applications should be sent to him by 15 April 1983.

University of
London
Imperial College of
Science and Technology
**LECTURERSHIP IN
STATISTICS**

A Lecturer in Statistics is required by the Department of Mathematics to effect from 1 October 1983, or from another mutually agreeable date.

The Lecturer will be required to have research in statistics in theoretical or applied statistics, including the statistical computation of the likelihood function and the estimation of parameters. The successful candidate will be expected to teach and supervise postgraduate students in the area of Statistics. Salary will be in the range £10,000-£12,000 per annum.

The New University
Ulster
School of Social Sciences
**RESEARCH
FELLOW**

A Research Fellow is required for a study of the role of the family in the development of the individual. The successful candidate will be expected to teach and supervise postgraduate students in the area of Social Sciences. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the School of Social Sciences, The New University of Ulster, 45, Coleraine Road, Coleraine, Co. Londonderry. Applications should be sent to him by 15 April 1983.

The University of
Waikato
New Zealand
**OFFICE OF VICE-
CHANCELLOR**

The Vice-Chancellor of the University of Waikato is required to effect from 1 October 1983, or from another mutually agreeable date.

The Vice-Chancellor is the academic and administrative head of the University. He is responsible for the overall management of the University and for the implementation of the University's policies.

University of
Oxford
**THE KHALID BIN
ABDULLAH AL
SAUD
PROFESSORSHIP FOR
THE STUDY OF
THE
CONTEMPORARY
ARAB WORLD**

The Khalid Bin Abdullah Al Saud Professorship for the Study of the Contemporary Arab World is required to effect from 1 October 1983, or from another mutually agreeable date.

Further details are available from the Director of the Department of Middle Eastern Studies, University of Oxford, 1, Wellington Square, Oxford OX1 2JG. Applications should be sent to him by 15 April 1983.

University of
Leeds
Queen Mary College
**LECTURER IN
ECONOMICS**

Applications are invited for a post of Lecturer in Economics. The successful candidate will be expected to teach and supervise postgraduate students in the area of Economics. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Economics, University of Leeds, Leeds LS2 9JT. Applications should be sent to him by 15 April 1983.

La Trobe University
Melbourne, Australia
School of Humanities
Division of Cinema Studies
**LECTURER - FIXED
TERM**

A Research Fellow is required for a study of the role of the family in the development of the individual. The successful candidate will be expected to teach and supervise postgraduate students in the area of Cinema Studies. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Division of Cinema Studies, La Trobe University, Bundoora, Victoria 3086. Applications should be sent to him by 15 April 1983.

University of
Exeter
**LECTURERSHIP
(ECONOMETRICS)**

Applications are invited for a post of Lecturer in Econometrics. The successful candidate will be expected to teach and supervise postgraduate students in the area of Econometrics. Salary will be in the range £10,000-£12,000 per annum.

University of
Oxford
**PROFESSORSHIP
OF NUMERICAL
ANALYSIS**

The Professorship of Numerical Analysis is required to effect from 1 October 1983, or from another mutually agreeable date.

The Professorship is the highest academic position in the field of Numerical Analysis. The holder is responsible for the overall management of the Department of Numerical Analysis and for the implementation of the Department's policies.

University of
Keele
**TEMPORARY
LECTURER IN
RUSSIAN STUDIES**

A Temporary Lecturer in Russian Studies is required to effect from 1 October 1983, or from another mutually agreeable date.

Further details are available from the Director of the Department of Russian Studies, University of Keele, Keele, Staffordshire. Applications should be sent to him by 15 April 1983.

The University of
Leeds
Department of Plant
Sciences
LECTURER

Applications are invited for a post of Lecturer in Plant Sciences. The successful candidate will be expected to teach and supervise postgraduate students in the area of Plant Sciences. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Plant Sciences, University of Leeds, Leeds LS2 9JT. Applications should be sent to him by 15 April 1983.

The University of
Leeds
Department of Management
Studies
LECTURER

Applications are invited for a post of Lecturer in Management Studies. The successful candidate will be expected to teach and supervise postgraduate students in the area of Management Studies. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Management Studies, University of Leeds, Leeds LS2 9JT. Applications should be sent to him by 15 April 1983.

University College
Cardiff
Department of French
LECTURER

Applications are invited for a post of Lecturer in French. The successful candidate will be expected to teach and supervise postgraduate students in the area of French. Salary will be in the range £10,000-£12,000 per annum.

University of
Durham
Department of
Mathematical Sciences
LECTURERSHIP

A Lectureship in Mathematical Sciences is required to effect from 1 October 1983, or from another mutually agreeable date.

The Lectureship is the highest academic position in the field of Mathematical Sciences. The holder is responsible for the overall management of the Department of Mathematical Sciences and for the implementation of the Department's policies.

University of
Durham
Department of Public Law
**CHAIR OF PUBLIC
LAW**

The Chair of Public Law is required to effect from 1 October 1983, or from another mutually agreeable date.

The Chair is the highest academic position in the field of Public Law. The holder is responsible for the overall management of the Department of Public Law and for the implementation of the Department's policies.

Fellowships

University of
Cambridge
Emmanuel College
**FELLOWSHIP IN
LAW**

The College invites applications for a Fellowship in Law. The successful candidate will be expected to teach and supervise postgraduate students in the area of Law. Salary will be in the range £10,000-£12,000 per annum.

University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

The College invites applications for the Keasbey Fellowship. The successful candidate will be expected to teach and supervise postgraduate students in the area of Law. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Law, University of Cambridge, Cambridge CB2 3RQ. Applications should be sent to him by 15 April 1983.

University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

The College invites applications for the Keasbey Fellowship. The successful candidate will be expected to teach and supervise postgraduate students in the area of Law. Salary will be in the range £10,000-£12,000 per annum.

University of
Cambridge
Solvay College
**KEASBEY
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University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

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Further details are available from the Director of the Department of Law, University of Cambridge, Cambridge CB2 3RQ. Applications should be sent to him by 15 April 1983.

Polytechnics continued

University of
Cambridge
Emmanuel College
**FELLOWSHIP IN
LAW**

The College invites applications for a Fellowship in Law. The successful candidate will be expected to teach and supervise postgraduate students in the area of Law. Salary will be in the range £10,000-£12,000 per annum.

University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

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Further details are available from the Director of the Department of Law, University of Cambridge, Cambridge CB2 3RQ. Applications should be sent to him by 15 April 1983.

University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

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University of
Cambridge
Solvay College
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FELLOWSHIP**

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University of
Cambridge
Solvay College
**KEASBEY
FELLOWSHIP**

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Further details are available from the Director of the Department of Law, University of Cambridge, Cambridge CB2 3RQ. Applications should be sent to him by 15 April 1983.

Polytechnics continued

LECTURING
OPPORTUNITIES
PRINCIPAL LECTURERS
Law
Nursing Studies

Applications are sought for the above vacancy which will be of two years duration from 1 September 1983 and arise from the secondment of Mr A. Leyshon to the newly formed Small Business Centre within the Department. Preference will be given to applicants with interests in industrial economics and/or the application of quantitative techniques to business problems. Teaching will be mainly on the honours degree in business economics and there will be opportunity for participation in departmental research activities. Applicants should possess a good honours degree and preferably a higher degree. Appointment will be at the bottom of the lecturer scale (£7,958 - to be reviewed from 1.4.83).

Application forms and further particulars are available from the Personnel Officer, Paisley College, High Street, Paisley PA1 2BE (Tel: 041-887 1241, Ext. 230). Closing date 30 April 1983.

Building Technology/Management
Estate Management
Finance
Marketing or Production
Photography (2 posts)
Production Engineering (Computer-
Aided Manufacturing)
Quantity Surveying (2 posts)

Salary Scales: Principal Lecturer £11,931-£15,016
Lecturer Grade II/Senior Lecturer
£8,855-£12,816

Further details and forms of application available from The Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Closing date 15th April 1983.

TRENT
POLYTECHNIC
NOTTINGHAMSenior Lecturer 'A'
in Home Economics
(Post Ref: 83/4)

Applications are invited for the above post which is primarily concerned with the further development of the B.A. Degree course in Home Economics.

In addition to being the Course Leader, the successful applicant will be expected to take advantage of opportunities available in research, consultancy and personal development.

Further particulars and application forms are available from The Secretary and Treasurer (Bletting), The Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6LP or telephone 041-334 6141, Ext. 27.

The closing date for this post is Friday 22nd April 1983.

THE
QUEEN'S COLLEGE
GLASGOW
1 Park Drive, Glasgow, G3 6LP
A Scottish Central Institution.City of London
Polytechnic
**HEAD OF
DEPARTMENT OF
COMPUTING
MANAGEMENT
SCIENCE
MATHEMATICS
AND STATISTICS**

A replacement is sought for the Head of the Department of Computing Management Science, Mathematics and Statistics. The successful candidate will be expected to teach and supervise postgraduate students in the area of Computing Management Science, Mathematics and Statistics. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Computing Management Science, Mathematics and Statistics, City of London Polytechnic, 100, Old Street, London EC1A 3BX. Applications should be sent to him by 15 April 1983.

For further details and forms of application please contact the Staff Officer, City of London Polytechnic, 100, Old Street, London EC1A 3BX. Closing date 15th April 1983.

PAISLEY COLLEGE

Department of Economics and Management

TEMPORARY LECTURESHIP
IN ECONOMICS

Applications are sought for the above vacancy which will be of two years duration from 1 September 1983 and arise from the secondment of Mr A. Leyshon to the newly formed Small Business Centre within the Department. Preference will be given to applicants with interests in industrial economics and/or the application of quantitative techniques to business problems. Teaching will be mainly on the honours degree in business economics and there will be opportunity for participation in departmental research activities. Applicants should possess a good honours degree and preferably a higher degree. Appointment will be at the bottom of the lecturer scale (£7,958 - to be reviewed from 1.4.83).

Application forms and further particulars are available from the Personnel Officer, Paisley College, High Street, Paisley PA1 2BE (Tel: 041-887 1241, Ext. 230). Closing date 30 April 1983.

Building Technology/Management
Estate Management
Finance
Marketing or Production
Photography (2 posts)
Production Engineering (Computer-
Aided Manufacturing)
Quantity Surveying (2 posts)

Salary Scales: Principal Lecturer £11,931-£15,016
Lecturer Grade II/Senior Lecturer
£8,855-£12,816

Further details and forms of application available from The Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. Closing date 15th April 1983.

TRENT
POLYTECHNIC
NOTTINGHAMSenior Lecturer 'A'
in Home Economics
(Post Ref: 83/4)

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In addition to being the Course Leader, the successful applicant will be expected to take advantage of opportunities available in research, consultancy and personal development.

Further particulars and application forms are available from The Secretary and Treasurer (Bletting), The Queen's College, Glasgow, 1 Park Drive, Glasgow G3 6LP or telephone 041-334 6141, Ext. 27.

The closing date for this post is Friday 22nd April 1983.

THE
QUEEN'S COLLEGE
GLASGOW
1 Park Drive, Glasgow, G3 6LP
A Scottish Central Institution.City of London
Polytechnic
**HEAD OF
DEPARTMENT OF
COMPUTING
MANAGEMENT
SCIENCE
MATHEMATICS
AND STATISTICS**

A replacement is sought for the Head of the Department of Computing Management Science, Mathematics and Statistics. The successful candidate will be expected to teach and supervise postgraduate students in the area of Computing Management Science, Mathematics and Statistics. Salary will be in the range £10,000-£12,000 per annum.

Further details are available from the Director of the Department of Computing Management Science, Mathematics and Statistics, City of London Polytechnic, 100, Old Street, London EC1A 3BX. Applications should be sent to him by 15 April 1983.

For further details and forms of application please contact the Staff Officer, City of London Polytechnic, 100, Old Street, London EC1A 3BX. Closing date 15th April 1983.

ANNUAL CONFERENCE OF SIP

will be held at the Westbourne Road site of the City of Birmingham Polytechnic on March 30th and 31st

Conference theme is
Sociology and Social Reconstruction

For further details:
P. Tatley, City of Birmingham Polytechnic,
Department of Sociology and Applied Social Studies,
'C' Block, Franchise Street,
Birmingham B42 2SU.
Tel: 021-356 6911 Extn 322.

Polytechnic of the
South Bank
Borough Road, London,
SE1 0AA
Department of
Professional Education
RESEARCHER 'A'

A researcher is to be appointed to work on the production and evaluation of materials and methods of teaching in primary schools.

Applicants should be graduates in Education or Social Biology/Biology and have previous experience in primary schools.

Salary will be in the range £23,618 to £41,284 per annum, inclusive of London Allowance.

Further details of the post and application form are available from the Personnel Officer, South Bank Polytechnic, 100, Borough Road, London SE1 0AA. Closing date 15th April 1983.

North Staffordshire
Polytechnic
Faculty of Computing,
Humanities and Education
Computing Services Unit
**DEPUTY HEAD OF
COMPUTING
SERVICES
(PRINCIPAL
LECTURER)**

Salary Scale £11,931-£15,016
£13,290 (bar) - £16,018
pa

Outline of the post will include the day to day management of the Computing Services at the Stoke Newington Campus. The successful candidate will be expected to have a minimum of five years experience in the management of computer services in schools.

Application form and further particulars may be obtained from the Personnel Officer, North Staffordshire Polytechnic, Stoke Newington Campus, Stoke Newington, London N4 4BN. Closing date 15th April 1983.

Colleges of Further Education

CROYDON COLLEGE
Fairfield, Croydon CR9 1DX. Tel: 01-888 9271/6
FACULTY OF BUSINESS & SOCIAL STUDIES
Applications are invited for the following posts which will be available from 1st September 1983.

**PRINCIPAL LECTURER IN
PERSONNEL MANAGEMENT**
The successful candidate will be expected to lead a group of lecturers in Personnel Management, Human Resources, Industrial Relations, Training and Development, and the group to participate in short courses.

He will also be the Senior Course Director for the Institute of Personnel Management courses, relating to the Institute's headquarters and at the local level. Candidates should be graduates in an appropriate discipline, should have spent some time as a graduate in Personnel Management, and should have considerable experience in lecturing on a wide range of subjects in the Personnel Management field. They should preferably be members of the I.P.M.

**LECTURER II IN LAW (Temporary
one-year post)**
The post is for one year only to cover the period when the existing member of staff is on sabbatical leave.

Candidates should be well qualified in Law, with experience of teaching on both undergraduate and postgraduate levels. There is an emphasis on research in the area of the faculty of interest.

An appointment will be made at either Lecturer Level or Senior Lecturer Level.

Salary for Lecturer II is £11,931-£15,016 per annum. For Senior Lecturer, £13,290-£16,018 per annum. Salary will be in accordance with the current Croydon Further Education Award, ie. £11,931-£15,016 for Lecturer II, £13,290-£16,018 for Senior Lecturer.

Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon, to whom completed applications (forms should be returned within fourteen days of the appearance of this advertisement).

REMINDER
Copy for
Classified Ads in the
THES
should arrive not later than
10a.m. Monday
preceding publication

Overseas continued

Director of Studies & Staff Tutors Senior Staff Courses

• Low tax area - max 15% • Generous leave • Medical & dental benefits • Subsidised accommodation
• Free passages and holiday visits for children • Children's education allowance

The Hong Kong Government is about to establish on independent organisation to run, on an experimental basis, a series of senior staff courses of three months' duration for its senior officers to prepare them for director-level responsibilities. Applications are invited for the post of (A) Director of Studies to have overall responsibility for the preparation and administration of the courses and (B) Staff Tutors to assist with the preparation and running of the courses.

Applicants should possess a degree or professional qualification and preferably an additional qualification in public administration or management. Applicants for (A) should have about fifteen years experience in teaching or training in this field including some years in an administrative position, preferably with some experience of establishing a senior staff course. Alternatively they should have a proven record of achievement at a senior level in Government. Applicants for (B) should have about eight years experience in

teaching or training in this field. Some knowledge and experience of Hong Kong would be welcomed. The successful candidates for (A) and (B) would be expected to assume duties by the late summer of this year. The post at (A) will exact a monthly salary of HK\$30,000 (approximately £36,000 p.a.) and the post at (B) HK\$18,000 - 24,000 (approximately £21,600 - 28,800 p.a.) depending on qualifications and experience. There will be fringe benefits and an initial contract of three years with 25% gratuity terms.

Please write to Hong Kong Government Office, 6 Canton Street, London W1X 3LS for further information and an application form quoting reference "SSC-D" for the post of Director and "SSC-ST" for the post of Staff Tutor. Closing date for receipt of application forms: 22 April, 1983.

*Based on exchange rate HK\$10.00=£1 (Subject to fluctuation)

Hong Kong Government

LEBANON

American University of Beirut

5 Assistant Professors
Department of Business Administration
(Reference 83A 26-30)

3 Assistant Professors
Department of Chemistry
(83A 31-33)

The American University of Beirut is a leading cosmopolitan English medium university. Founded in 1863 in West Beirut in a city of 1.5 million, it provides a wide range of undergraduate and postgraduate courses. Through recent developments in Beirut it has continued to function almost normally retaining a significant proportion of its staff. It has asked the British Council to assist in recruitment in the UK for British staff to augment their faculty as from the 1983 Academic year.

Duties: 5 Assistant Professors, Department of Business Administration, Teaching Specialty: (a) Marketing - Marketing Management, International Marketing, Marketing Research, (b) Accounting - Basic Accounting, Cost Accounting and Control, Auditing, Advanced Accounting, (c) Banking - Commercial Banking, Central Banking and Monetary Policy, (d) Business Economics and Statistics - Managerial Economics Quantitative Methods, Business Economics Statistical Methods - Business Research, Analysis and Forecasting, Business Statistics, (e) Finance - Financial Markets and Institutions, Financial Management, Investment. 3 Assistant Professors of Chemistry, Teaching Specialty: (a) Analytical - Instrumentation - General Chemistry, Quantitative Analysis, Analytical Chemistry, Technical Analysis, Instrumental Techniques, (b) Inorganic - General Chemistry, Inorganic Chemistry (Lectures and Laboratory Courses), Coordination compounds, Inorganic Preparations, (c) Physical - Spectroscopy - General Chemistry, Chemical Kinetics, Molecular Structure, Chemical Thermodynamics, Advanced Laboratory.

All appointees will also teach graduate courses according to ability and demand. Extra curricular activities (eg athletics coaching) are welcomed.

Qualifications: Candidates, male or female must have a PhD for 2 year post-Doctoral experience is desirable. The upper age limit is 60 years. Some knowledge of Arabic would be useful but not essential.

Salary US\$27,000 - US\$37,000 per annum, taxable (US\$1.00 = £1.36).

Benefits: A 104 bedroomed University flat (rent approximately £2,000 to 4,000 per month; £227 to £265 @ £1 - £2.25, 1100), hard furnishings, cooker and refrigerator provided; free heating and hot water for campus housing; return air fares and baggage allowance for appointees and family (children under 18 years); Educational and health allowance; entitlement to enrol in AUB Hospitalization Insurance Plan; 3 summer months annual leave, A 1 year contract, renewable particularly for those able to arrange accommodation, is available but 5 year contracts preferred.

Starting date: late September 1983.

Applications should reach us by 8 April 1983 if possible.

For further details and application form, please write quoting the post reference number for Overseas Educational Appointments to Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

THE
BRITISH
COUNCIL

UNIVERSITY OF TRANSKEI

Applications are invited from suitably qualified candidates regardless of sex, religion, race, colour or national origin, for appointment to the following posts:

FACULTY OF ART PROFESSOR/SENIOR LECTURER/LECTURER: Anthropology

Qualifications: - PhD in Social or Cultural Anthropology and extensive teaching experience, SENIOR LECTURER MA plus extensive teaching experience at tertiary level, LECTURER - Honours BA.

Closing date for applications: 15th April, 1983.

Salary Scales:
PROFESSOR - R23,109 x 936 - 24,045 x 1,035 - 30,255.

SENIOR LECTURER - R16,557 x 936 - 24,045.

LECTURER - R12,657 x 780 - 16,557 x 936 - 23,109.

Additional benefits include: payment of removal of furniture and personal effects, assistance towards University education of children, accident insurance cover, study leave, leave gratuity on retirement and membership of group insurance, pension and medical schemes.

Applications should be sent to the Personnel Officer, University of Transkei, Private Bag X5092, Umtata, Republic of Transkei, Southern Africa.

Applicants must furnish their telephone number(s) and a detailed curriculum vitae as well as full postal addresses of at least three (3) referees.

KING SAUD UNIVERSITY (FORMERLY UNIVERSITY OF RIYADH)

Applications are invited from:

1. EFL/ESL LANGUAGE INSTRUCTORS

Applicants should hold a PhD in the following:

* Master's Degree in TEFL/TESOL

* Master's degree in English with no less than one year's experience at University level.

* Bachelor's degree and diploma in ELT with no less than one year's experience in ELT.

* Bachelor's degree in English with no less than three years' experience in ELT.

2. LANGUAGE LAB TECHNICIANS

Applicants should hold a Bachelor's degree and no less than three years' experience in the Audio-Visual field.

Applicants, giving full addresses and telephone numbers, accompanied by non-refundable photocopies of academic and specialised experience certificates should be sent to:

Director of O.E.L.,
King Saud University,
P.O. Box 160,
Riyadh,
SAUDI ARABIA

Benefits include free medical/dental care, limited accommodation and children's education allowance. Annual leave of 42 days per year plus yearly round trip ticket.

University of Guelph

Invites nominations and applications
for the position of

PRESIDENT

The University of Guelph is a publicly supported institution, established in 1965. The present full-time enrolment is approximately 9,500 undergraduate and 950 graduate students. The part-time studies enrolment is approximately 1,500 students. There are 770 faculty members, and the annual operating budget is in excess of \$125 million including a research component of over \$30 million. The University has Colleges of Agriculture, Arts, Biological Science, Family and Consumer Studies, Physical Science, Social Science, Veterinary Medicine and University Schools of Part-time Studies and Continuing Education and Rural Planning and Development. The University operates year-round on a three-semester system.

As Vice-Chancellor, Chairman of Senate, and Chief Executive Officer, the President has general supervision over, and is responsible for, the operation of the University, including academic programs and business affairs of the University, and such other duties as may be assigned by the Board of Governors. In the performance of these functions, the President is assisted by a Vice-President, Academic, a Vice-President, Administration, and a Provost (Student Affairs).

The appointment is for a term of five years, effective from September 1, 1983, or as soon thereafter as feasible, with the possibility of extension upon review.

The salary and other benefits are negotiable and will be fully commensurate with the responsibilities involved.

Applications for this position should be accompanied by a detailed curriculum vitae and the names of referees. Letters of nomination should include a resume of the qualifications of the person nominated.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

Applications, nominations and enquiries should be sent to:

C.H. Franklin,
Chairman of the Presidential Search Committee,
University of Guelph,
Guelph, Ontario, Canada N1G 2W1

CHAIRMAN COMPUTER SCIENCE DEPARTMENT DUKE UNIVERSITY

Duke University invites nominations and applications for the chairmanship of its Computer Science Department. The Department is asked for appropriate provision in faculty and resources over the next few years and the Administration is committed to a strengthening of this area of scholarship within the University. Persons with strong scholarly and research backgrounds who are interested in developing a major research program to complement efforts already underway in the Research Triangle Park are encouraged to apply. The nearby presence of the Microelectronics Center of North Carolina, close proximity to other research institutions, and Duke's growing capability in VLSI-related studies make this opportunity unique.

Duke University is a private, coeducational institution composed of three undergraduate schools and six graduate and professional schools. It has 5,700 undergraduate and 3,600 graduate and professional students. The Department of Computer Science is one of 24 departments in Trinity College of Arts and Sciences. The Department has 236 undergraduate majors and 42 masters and doctoral students. Its eleven lecture-based faculty are actively engaged in research in VLSI algorithms and design, methodologies, experimental architectures, artificial intelligence, system performance, and medical applications.

Applicants should have an earned doctorate, a distinguished record of scholarly accomplishment, a record of significant research in computer science, and experience in group leadership. Preference will be given to those who can demonstrate a commitment to the development of a program that excels in both teaching and research.

Application materials, including a letter of application, curriculum vitae, and names, addresses and telephone numbers of five references should be sent to the Chairman of the Search Committee:

Dr. Colin C. Bleyden,
Vice Provost for Academic Policy and Planning
Duke University
Durham, North Carolina 27706

Nominations and applications should be received by 1st June, 1983.

Duke University is an equal opportunity/affirmative action employer.

Overseas continued



NATIONAL UNIVERSITY OF SINGAPORE TEACHING APPOINTMENTS

In view of the University's expansion programme, applications are invited for teaching appointments ranging from Lectureships to Associate Professorships to all its eight faculties:

Arts and Social Sciences
Science
Medicine
Dentistry
Law
Engineering
Architecture and Building
Accountancy and Business Administration

Candidates should possess a Ph.D. degree, except those applying to the departments of Computer Science, Law, Architecture and Accountancy, should possess at least a master's degree. In certain disciplines, relevant professional qualifications are also required. Preference will be given to candidates who have relevant teaching and research experience.

Gross annual emoluments range as follows:
Lecturer \$27,610-57,040
Senior Lecturer \$31,670-84,500
Associate Lecturer \$37,430-101,970
(STGE1 = \$33.13 approximately)

The commanding salary will be dependent upon the candidate's qualifications, experience and the level of appointment offered.

Staff in the Faculties of Medicine and Dentistry with basic medical/dental degrees and recognised higher professional/academic qualifications will be given the option either to retain consultation fees or be paid a fixed allowance, the rates of which are as follows:

Lecturer \$34,200 or \$55,400 p.a.
Senior Lecturer \$38,000 p.a.
Associate Professor \$51,000 p.a.

Leave and medical benefits are provided. Under the University's Academic Staff Provident Fund Scheme, the staff member contributes at the present rate of 23% of his salary subject to a maximum of \$8880 p.m., and the University contributes 22% of his monthly salary. The sum standing to the staff member's credit in this Fund may be withdrawn when the staff member leaves Singapore/Maleysia permanently.

Other benefits include: a settling-in allowance of \$81,000 or \$82,000, subsidised housing at rentals ranging from \$100 to \$3216 p.m., education allowance in respect of children's education subject to a maximum of \$512,000 p.a., passage assistance and baggage allowance for the transportation of personal effects to Singapore. Staff members in Faculties other than Medicine and Dentistry may also undertake consultation work, subject to University approval, and retain fees up to 80% of gross annual emoluments in any one year.

Application forms and further information on terms and conditions of service may be obtained from:

The Director,
Personnel Department,
National University
of Singapore,
Kent Ridge,
Singapore 0511.
REPUBLIC OF SINGAPORE

Mr. R. E. Sharma,
Director,
NUS Overseas Office,
5 Cheong Street,
London SW1,
United Kingdom.
Tel: (01) 235 4662.

UNIVERSITY OF CAPE TOWN Chair in Roman-Dutch and Private Law

Applications are invited for appointment to the above post vacant from 1 May 1983.

The University wishes to appoint a scholar who will take part and provide leadership in teaching and research in Roman-Dutch and Private Law. The Department of Roman-Dutch and Private Law is primarily responsible for courses covering the history of South African law, law of persons, family law, the law of things, general principles of the law of contract and tort, the law of delict and the law of succession. Arrangements can probably be made for the tenure of the appointee's duties to reflect other teaching and research interests. Appointees should therefore state in which subjects they are qualified and prepared to teach.

Appointment will be made according to qualifications and experience on the salary scale R23 109 - R24 045 x 1 035 - R30 255 per annum. There is a salary supplement which is currently R1 800 per annum and an emolument bonus of nearly one month's salary.

The University offers excellent benefits, generous research leave, travel and moving expenses, on attractive housing from its own 78% rebate on tuition fees, pension fund, medical aid and group life insurance.

Applicants should submit a full curriculum vitae, stating research interests, relevant qualifications and experience, present salary, the data duty could be assumed and the names and addresses of three referees whom the University may contact direct.

Further information may be obtained either from Miss J. Lloyd, SA Universities Office, Chamber House, 278 High Holborn, London WC1V 7JL, or from the Registrar (Attention: Appointments Office), University of Cape Town, Private Bag, Rondebosch, 7700, South Africa, by whom applications (closing 15.5.83) must be received not later than 22 April 1983.

The University's policy is not to discriminate on the grounds of sex, race or religion.

Further information on the implementation of this policy is obtainable on request.

PRESBYTERIAN CHURCH OF NEW ZEALAND THEOLOGICAL HALL

Applications are invited for two positions in the Theological Hall, Knox College, Dunedin, New Zealand:

PROFESSOR OF NEW TESTAMENT STUDIES PROFESSOR OF PASTORAL THEOLOGY AND COMMUNICATION OF THE GOSPEL

Applicants should be ministers or communicant members of one of the Churches belonging to the National Council of Churches in New Zealand, or churches with which these are in communion; they should write for the appropriate conditions of appointment to:

The Secretary,
Theological Hall,
Knox College,
Arden Street,
DUNEDIN,
New Zealand.



UNA International Service THIRD WORLD VACANCIES

WEST BANK: Social Settlements to work with an adult education and literacy programme based at a university. Field work experience (preferably in third world) and appropriate qualifications in development studies, sociology or economics required.

MADAGASCAR: EFL Teachers needed, 2 for university with MA in English and 2 teacher training college with BA in English; for all posts teaching certificate and experience needed.

Serve for two years on basic living allowances with all costs covered. Details from UNAS, 3 Whitehall Ct., London SW1. Please quote HE/1.

Duke University Computer Science Department CHAIRMAN

Duke University invites nominations and applications for the chairmanship of its Computer Science Department. The Department is asked for appropriate provision in faculty and resources over the next few years and the Administration is committed to a strengthening of this area of scholarship within the University. Persons with strong scholarly and research backgrounds who are interested in developing a major research program to complement efforts already underway in the Research Triangle Park are encouraged to apply. The nearby presence of the Microelectronics Center of North Carolina, close proximity to other research institutions, and Duke's growing capability in VLSI-related studies make this opportunity unique.

Duke University is a private, coeducational institution composed of three undergraduate schools and six graduate and professional schools. It has 5,700 undergraduate and 3,600 graduate and professional students. The Department of Computer Science is one of 24 departments in Trinity College of Arts and Sciences. The Department has 236 undergraduate majors and 42 masters and doctoral students. Its eleven lecture-based faculty are actively engaged in research in VLSI algorithms and design, methodologies, experimental architectures, artificial intelligence, system performance, and medical applications.

Applicants should have an earned doctorate, a distinguished record of scholarly accomplishment, a record of significant research in computer science, and experience in group leadership. Preference will be given to those who can demonstrate a commitment to the development of a program that excels in both teaching and research.

Application materials, including a letter of application, curriculum vitae, and names, addresses and telephone numbers of five references should be sent to the Chairman of the Search Committee:

Dr. Colin C. Bleyden,
Vice Provost for Academic Policy and Planning
Duke University
Durham, North Carolina 27706

Nominations and applications should be received by 1st June, 1983.

Duke University is an equal opportunity/affirmative action employer.

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Oct

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21 University Presses
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Nov

4 Maths and Physics (II)
11 History (II)
18 Psychology (II)
25 Politics

Dec

2 Computer Science

Don's diary

Tuesday

Flew in by Swissair to Basel. Quiet, efficient, multilingual cabin service as expected. Dinner with host. Comfortable hotel in city centre. Early to bed.

Wednesday

To the lab; old acquaintances renewed; talk a lot of shop. First lecture given to lively audience. I think the theme is not very different from one I gave them five years ago but the audience has changed. In any case, as the economists say, the questions are the same but the answers are different.

Surprised to learn that there is difficulty in finding enough students to study chemistry at Swiss universities, the chemical industry being such a strong feature of their economy. No chemistry is taught in Basel high schools until the 14-15 age group and attitudes to the subject seem, by then, to have already hardened. This has been shown by examining art class exercises on "the chemist in society" which brought out the flimsy scientist caricature, smoking factory chimneys and pollution in the Rhine; even atomic explosions, which is more than a bit unfair.

There were unfortunately few signs of medicine, agriculture, modern fabrics etc. The subsequent efforts of Swiss chemistry teachers to correct these images seem to have failed. At the present time, the UK chemistry situation is more healthy, both the numbers and quality of students having improved in recent years.

Drive 10 miles into France for dinner where the cost in French francs is numerically the same as the Swiss franc cost at a typical Basel restaurant (in three times cheaper). Back early, Basel is very quiet.

Thursday

Spent the day in the lab, admiring some fine equipment; second lecture. Evening to myself - there must be something to do. My *Poir Lady* in German sounds a challenge to Professor Higgins but I do not think my language ability is up to it. Tour the cinemas but nothing new except E. 7; too sad for me. By 9pm the city is dead; another early night.

Friday

Final lecture; say "see you again" perhaps. In five years. Quiet evening.

Saturday

Visit zoo; it is after all one of the best in the world and the polar bears are enjoying the weather. A nice touch is the adopt-an-animal scheme for young people. Instead of spending Saturday afternoon combing the dog or cleaning out the rabbit cage they spend it at the zoo combing the bears and mucking out the hippopotamus by the afternoon's activity the scheme is a great success.

Really splendid exhibition of Hockney photographs at the Kunsthallen. Basel is a very cultured city. Pleasant evening with host and family. They think I should stay on for *Fasnacht* which I thought was the middle European carnival (drunken orgy?) that precedes Lent. They tell me in Basel it is a bit different - rather quiet I expect.

Sunday

A bit of fresh air in the mountains but unfortunately the fog descended and it was a rather damp and chilly perambulation. Better have an early night, because (shock horror) I am to be called at 3.30am to see the start of the festival. It has been persisting this last week in Basel and

I am sure that 3.30am must be close to Temp(min).

Monday

They call it *Morgestraich*. The streets are absolutely packed and it is with some difficulty we get down towards Markt Platz in the centre of town. Many groups are in fancy dress, carrying lanterns and with fire and drum bands in attendance. At 4am precisely, as the digital watches peep, all electric lights are switched off and the town is left to candle power and a few gas jets. Off go the groups - I am told they are called cliques - to parade through the town. Not according to an ordered route, but just to their individual fancy. Great congestion at some junctions as cliques converge from several sides. It is really not so cold. Take 100,000 people in a small area, expending much energy on march, fire and drum; burn a few thousand candles, and it must warm up a bit.

After two hours of this, with no slackening in local enthusiasm, we depart for traditional breakfast of burnt-flour soup and onion tart - strange delicacies that they reserve for once a year. Back to bed for me. I understand that Basel folk go to work.

Out after lunch for the big parade. I now know why Basel is so quiet for 360 days in the year: it is because they are all preparing for *Fasnacht*. Just to set the scene. For two hours the parade passes in both directions along the street and I never saw a repeat. Each clique (a sort of club) has a lantern, a painted tableau, typically carried on four shoulders, and a procession in costume to fit the theme. The traditional themes are the traditional themes (although I did hear that there were some new ones). I heard after that there were about 200 of these in the parade and I only saw a small fraction in my part of the town.

Lantern themes are based on events of the past year. Most popular, by far, was the fact that moths got at the tapestries in the Basel historical museum. This, in the home of Ciba-Gelby, is considered both comical and disgraceful. Other themes in evidence were football violence (by British standards mere tea-parties, I think), the wine glut they had so much last year they had to fill the swimming pools with it), escaped prisoners (the goal is a bit of cake for the modern criminal) and so on and so on.

I only saw one lantern with an obviously non-local theme. It showed the Queen sitting up in bed reading *The Times* with Michael Fagan sitting at the foot drinking a glass of wine (guardsman asleep outside). Top of the picture was: *Honi soit qui mal y pense*. It is nice to know we still make an impact. The other feature of the parade is the dressed wagons from which the population receives a bountiful supply of flowers, oranges and confetti. After two hours the streets are inches deep in confetti.

Sorry to leave this *Fasnacht* quite simply the finest display of popular art I have seen. But no drunken orgies in fact. I did not see evidence of even slight excess. This certainly makes Basel *Fasnacht* different from most others; and the fact that it occurs in Lent rather than before Lent (they say to annoy the Catholics).

Tuesday

Up early, what a surprise the streets are clean. Did the whole population stay up all night with vacuum cleaners? Fly home by British Airways. Asks me to say that none of the cabin staff could speak either French or German. Are there no unemployed linguists who would like the high life?

John Murrell

The author is dean of the school of chemistry and molecular sciences at the University of Sussex.

Lord Rosebery once dreamt he was giving a speech on the floor of the House of Lords, and he woke up and - by god - he was! Truly I dreamt the other night I was shaking hands with and praising Sir Harold Wilson in front of 2,000 school children in the Central Hall, Westminster, and I knew that when I woke up I would be. I had to wake up, dress, go out and face the day.

Resisting power for power's sake



Bernard Crick

who remained in his Cabinet, and simply slipped away before the trouble started, to spend his time giving away every school prize in Yorkshire (to the equal annoyance of Mr. Hattersley and Sir Keith Joseph) and addressing sixth-form conferences on how well he governed Britain. I laugh because otherwise I would weep for the great harm that he did our country and my party.

So I was not looking forward to last Thursday. To make matters worse, when I was still reviewing for *The Guardian* (before the Social Democratic purge began), I had called himself unfit to be leader of the Labour Party. He has become a liability to the labour movement. No one can now believe that he stands for anything except maintaining his own position as leader.

And it pointed to "the powerlessness of a one-man band to do anything but carry on playing". It got the journal some publicity. The Labour Party made the mistake of banning it from their conference bookstall at Brighton, creating artificial publicity and also commissioning a "serious" analysis of the "film", they said, "but we'll do it for broad". Wilson thought at first that John Mackintosh had written it, but then discovered it was me. His friend, Joe Kagan (the one that usually went to prison), gave me dinner to try to win me round, although the ever-loyal Gerald Kaufman denounced me publicly as an "enraged academic" and which was broadcast, but the BBC removed from the tape my remark: "it would rather be a moth than Mr Wilson's poodle".

It did bump up our circulation by about 200 copies, and I meant every word. I still do. I still think that when he came back he evoked every difficult decision, broke the spirit of the Labour Party, tainted everyone

him he slipped sideways into the nature of the Labour Party and that swam reminded him of its absolute dedication to pensions policy. "Stop yer condescending waffle and answer the question", howled a girl whom the new register has enfranchised. She can't have been taught that the rule of law means "sit down and hewave yourself"; she must believe that citizenship means speaking up unasked. He slipped into a higher gear and flashed back. There was much less Toad of Toad Hall and much more of Harold in the House, so I unbuttoned the list of lauded questions and let 'em come - with his gnatcatcher fast and hard from the floor. He actually seemed to enjoy it, like an old boy wrestling with young bucks, reconnected Prime Minister's question time. He signed autographs and departed with his solitary and constant bodyguard.

Two later speakers they enjoyed more. But they had had an extraordinary civic experience: a former Prime Minister exposing himself to all kinds of questions by eager and tactless youth. That's what parliamentary democracy is all about: everything he said still asserted that everything he had done had turned out right - a sensational complacency. The kids milled around their teachers in the coffee interval: "Doesn't he realize that...". Some of the older teachers looked a bit embarrassed: hard to relate it to their British constitution teaching. Some of the younger looked as pleased as I was, first-class piece of political education.

I wonder how many got the real point? The terrible difficulty, not merely in government but in industry, in universities and colleges too, of getting rid of heads who don't want to do anything, those who simply enjoy power for its own sake and will stoically or sullenly endure any amount of abuse, contempt and visible failure so long as their bottoms are glued to the chair. It is so much easier to get rid of people who actually want to do something with power. They themselves establish goals of which the failure to reach for resignation or replacement. Good leaders rise high but they can't fall low. Bad leaders can do nothing for years and become unremovable in their time, though soon forgotten afterwards, lonely figures roaming roomless corridors. Orwell was right in his satire *Nineteen Eighty-Four* that those who should fear most are those who won't power for the sake of power, not to do good or evil with it. And in real life these power-hungry types are often kindly and benign, not oppressive and sadistic - which makes otherwise public-spirited people, like Wilson's former colleagues, reluctant to wield the hammer. Brutus knife. But fat nations and slow stupidity more often kill republics. And was Bosworth too harsh on humanly when he remarked: "Slaves are as gullible as tyrants?"

In answer to the usual examination question about: "Do we have Cabinet government any longer or is it presidential?", Sir Harold said that, in 1964 he had only one other Cabinet minister, "so I had to teach them up in bed, blow their noses". He only began to mend, like a slow-motion version of his old over when he came back he evoked every difficult decision, broke the spirit of the Labour Party, tainted everyone

Introducing yet another fitness test

In order to encourage mobility in the academic profession, and activity in senior members, all professors over the age of 55 will be required to qualify their right to continue to hold their position by passing a fitness test. They will begin with a preliminary examination, the 55+, of which a specimen paper is given below. Candidates must attempt all questions, writing their answers in their own hand-writing. Negligibility will result in immediate failure, and requests for help from the departmental secretary will be regarded as cheating.

1. Explain the concept of "tenure" to a steelworker from Consett.
2. Take this year's final honours paper and have them marked by your colleagues.
3. Refute the theory that anyone teaching economics should be able to make at least another £15,000 a year on the Stock Exchange.
4. You have applied for a major BEC grant for research and travel, and sent off your application, when it is discovered that the room house

ing the specimens acquired during your last research project has been regularly used as a bicycle shed for the last five years. Place the blame for your not knowing this convincingly on somebody else.

5. You meet the vice-chancellor as you both emerge from a massage parlour at 11.15 on a Tuesday morning. Analyse the reasons for not raising the matter with her when your next application for a research assistant has been rejected.

6. Devise a means of making the students' union pay for the damage done during the last sit-in.
7. Refute, by reference to the decisions taken by the planning committee at your university, the widespread illusion that the departments in any exercise based strictly on (those whose senior members are sufficiently free of undergraduate teaching commitments to accept membership of all the major university committees.
8. You are the main after-dinner speaker at a celebratory banquet held by the Campaign for Nuclear Disarmament in 1987. As you are RBC announces that the Russians have "sunk" all land routes between West Germany and West Berlin. Re-

Philip Thody

The author is professor of French at Leeds University.

LETTERS TO THE EDITOR

Getting the job done - but paying the penalty

Sir, - The University Grants Committee has decided to penalize those universities which seem likely to exceed the student number targets for 1984/85 set by the UGC in 1981. Hull University is one of these and has been "fined" £40,000 for not being on target for the required decrease to the extent of some 150 students. The universities of Heriot-Watt, Dundee, Keele and Swansea have been similarly fined by amounts ranging from £20,000 to £60,000. These fines are accompanied by warnings that unless that UGC targets are met by 1984, further financial penalties will be exacted. The monies taken from these universities will be given to unnamed institutions "elsewhere" to strengthen their "research base".

The five institutions concerned have been penalized for demonstrating a legitimate function (some may say the main function) of a university - the education to degree level of students able and qualified to benefit from such an education. Against this solid achievement the "research base elsewhere" which is the UGC's preferred destination for the money, is at best vaguely notional and at worst wasteful pocket money for places almost certainly already endowed with substantial research funds.

This act of punitive inefficiency by the UGC is then compounded by a new threat with huge implications. Since Hull and its fellow delinquents have not absolutely obeyed the UGC financial penalties will be exacted, they run the risk of being "devoted". The UGC, it emerges, is considering "the various forms the university system might take" and those institutions which have misbehaved might well find themselves at the bottom (that is, the teaching-only end) of a tiered system of higher education.

Social skills
Sir, - Whenever I read an article like Jon Turney's "Ask the Engineers" (*THESE*, March 18) I think of the skills acquired by the much-maligned sociology graduate. Our students learn from the beginning to read and assimilate written material quickly. To be able to write a critical review and present it to a group. They then need to "think on their feet" discussing their arguments again in the light of criticism. These intellectual and interpersonal skills I hope they share with all arts and social science graduates.

Secondly, they are able to discuss the human interaction, social structure, complex organizations and culture which constitute the context in which decision-making and technical innovation take place. Finistron appreciated that engineers needed skills similar to those of the social scientist, but who has taken him seriously on this?

When I make such a point I am usually told that we need more technologists, which simply shows, I suppose, that those who are part of a problem will be the last to see it.

Yours sincerely,
ROBERT MOORE,
Department of sociology,
University of Aberdeen.

Active defence
Sir, - I was rather stung by Mr George Perfit's reference to "David Hobbs' brand of lazy elitism" (*THESE* letters, March 12). I am very sure what the epithet "elitist" means: even my book *English for the Reflected*, which was about stimulating talent in the less able child, has been called "elitist". But if Mr Perfit had looked me up in his university library catalogue he would have found that I have published eight books on the teaching of English and a number of cultural studies based, among other sources, on theories from psychoanalysis, existentialism and phenomenology, including studies of two modern poets, and the music of Gustav Mahler. The last book on English tries to outline a philosophy of English teaching based on the above sources in what I call "philosophical, anthropological". All this work may be wrong or bad, and my position not tenable; but at least I am not lazy.

Yours,
DAVID HOLBROOK,
Downing College,
Cambridge.

Writer's cramp

Sir, - Sir Peter Medawar's comments (*THESE*, March 18) on the writing of books struck many nails on the head. The increasing fragmentation of knowledge which applies, nowadays, as much to teaching as to research, in one of the genuine dangers of our time. We do not have to remember what happened to the builders of the tower of Babel to guess at the way things are likely to turn out.

As research becomes more technical and more specialized, as journals for very special interests proliferate, as the funding bodies impel researchers into ever more circumscribed fields, the larger vision disappears. Not only disappears but, indeed, often denied by those whose reputations and expertise lie within

Degree submissions

Sir, - Having read Mr Connell Boyle's article (*THESE*, February 25) I feel that it would be deplorable if the main assertion of the article was to pass unchallenged.

Although I have no personal involvement with the Council for National Academic Awards, I was at one time of the receiving end of many visiting perles concerned with approving degree submissions in biology, geography, geology, and the combined sciences. Most visiting parties were composed of representatives from the polytechnic and university sectors. The academic debate concerning the submission under scrutiny, while never easy, was almost always constructive, and I know for a fact that many of the university members of the panel came across innovative approaches which they were subsequently to praise - often to introduce into their own university departments.

Although there is a commonality of purpose, for example in degrees in biology from Liverpool, Wolverhampton, North East London Polytechnic or Portsmouth, within each degree there is a totally different emphasis and approach and many new subject areas have been developed. I agree that the Open

Peace project

Sir, - I am a teacher currently engaged in a project in which I am examining recent developments in peace education in secondary schools. To that end, I would like to appeal to teachers, students, and parents to contact me with any information they may have regarding the existence of peace education in their schools or schools with which they are acquainted.

Replies will, of course, be treated confidentially but I hope that the substance of the information I receive will eventually be of direct use to activists and to further the cause of peace education.

Sincerely yours,
JULIE A. MILLS,
School of Peace Studies,
University of Bradford.

Postgraduate appeals

Sir, - Professor Nuttall (*THESE*, March 18) registers disquiet at the refusal of the University of Hull to allow a postgraduate student the right of appeal on academic grounds. As a student at the University of London Institute of Education, I too have been refused an appeal. Indeed, no appeals procedure exists (save to the university visitor). The university seems to feel no obligation whatsoever to students who have been refused. One has to assume that the criteria exist and that verdicts passed on students are not arbitrary. If so, why can they not be made public (explicit)? Why are decisions on ap-

peals made in camera? What on duty it is that it should be necessary to ask the university, that palace of reason, to justify its actions.

I, myself, am appealing both on academic grounds and on the grounds of negligence by the university. During my course I became unhappy with the quality of my supervision and complained in writing to my head of department as the regulations require. It just happens, unfortunately for me, that he was also my supervisor. Since he was also my supervisor, he does not exist, the university is unable to cope with this kind of problem, save by rejecting the student.

University has been able to ensure an imaginative and innovative approach across many subject areas but, as Mr Boyle admits, the time at their disposal is totally different to that available to lecturers in further and higher education who usually have to contend with writing a degree submission while continuing to teach existing courses.

Yours faithfully,
J. R. PARRY WILLIAMS,
Principal,
Tottenham College of Technology.

Sir, - We presume that the critical generalizations in Connell Boyle's article were meant to relate to the business studies courses from which his basic data were collected. Our interest in his article was stimulated by the reference to the statistical technique of John Tukey. Though these may well have been ignored by business studies we have incorporated them as part of our quantitative teaching for many years now and are sure that other geographers have been doing likewise.

Yours faithfully,
A. HALLS WORTH,
K. JONES,
Department of Geography,
Portsmouth Polytechnic.

Yours faithfully,
R. W. SHARPLES,
16 Wise Lane,
London NW7.

Is it not time that universities were required to adopt detailed supervision and appeals procedures for their students? As Professor Nuttall says, natural justice will be denied until this is the case.

Yours sincerely,
BARRY ADAMS,
Welbeck Cottage,
Chudleigh Knighton,
S. Devon.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Broadening history's outlook

Sir, - J. P. Kenyon's extraordinary conglomeration to the greatness and wisdom of G. R. Elton (*THESE*, March 18) cannot be allowed to pass without comment. Professor Elton's distinction as a professional historian is undoubted, recognized in his recent election to the regius professorship. His wisdom as an authority on the proper scope for historical study is much more questionable. Indeed it is the sheerest prejudice on Professor Kenyon's part to claim that Elton was "monumentally right" in the 1950s not to go "whoring after the exotic delights of sociology, or anthropology, or computerization".

Such a claim is nonsense. Elton the conservative, constitutional historian has been consistent, but notably lacking in openness to the prospect of breaking down barriers between history and other disciplines and intellectual currents, many of which have proved most exciting. Demographic history and social history have flourished - at Cambridge and elsewhere - despite their more traditional opponents, of whom Elton has been a leading representative.

This narrowness must throw doubt on the claim that he is one of the two greatest British historians of this century, one criterion for judging which must surely be breadth of vision and sympathy towards fruitful new developments. There are others that have a better claim. Perhaps Professor Kenyon should reread E. H. Carr's *What Is History?*

Yours sincerely,
MARTIN BULMER,
Department of social science and administration,
London School of Economics.

Conservative estimate

Sir, - It was a pleasure to read your report of the Scottish Conservative Candidates Association advocating increased student numbers in higher education (*THESE*, March 11). A pleasure, because support for higher education even from an unlikely quarter is much needed at present.

However, the authors of the report might reflect on the fact that it is not the universities who have cut student numbers. It was the Government - not the universities, the Committee of Vice-Chancellors and Principals, or even the University Grants Committee - who recently reduced home student fees to prevent the universities restoring their slashed incomes by admitting more students.

It is also regrettable that the authors of the report apparently saw fit to repeat the old saward that some may well have been ignored by business studies we have incorporated them as part of our quantitative teaching for many years now and are sure that other geographers have been doing likewise.

Yours faithfully,
A. HALLS WORTH,
K. JONES,
Department of Geography,
Portsmouth Polytechnic.

And it is also regrettable that the authors claim that "universities are democratized to the point of absurdity". Who do they suggest should take decisions on academic matters, and who do they regard as intellectually qualified to do so? Perhaps they, for they clearly suppose that they can identify which subjects are and are not "relevant to the real needs of our present society".

Yours faithfully,
R. W. SHARPLES,
16 Wise Lane,
London NW7.

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Yours sincerely,
BARRY ADAMS,
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S. Devon.

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Taking a quantum leap in democracy

What with miners' ballots and Government Green Papers there's been a lot of talk recently about democracy in trades unions. Much of it is pretty dishonest, as the idea of the Tory party taking other organizations to task about their internal democracy strikes me as somewhat bizarre.

And yet, through political sleight of hand, this Government has managed to create for itself a level of authority as the guardian of democracy in Britain.

Ever mindful of criticism on this delicate and emotive subject, at the National Union of Students we have sought constantly to improve our internal democracy on our own terms. Our motivation for periodic bouts of self-scrutiny is an awareness that the very concept of democracy is a fundamental organizing principle for student unions, as well as the single major source of political strength that we possess in the student movement, lacking as we do any economic clout with which to threaten hostile governments.

Over the years we have built in electoral mechanisms to encourage a pluralistic composition on our national executive - and of course students disavowed themselves of that undemocratic "first past the post" electoral system long ago in favour of the single transferable vote.

But this week we'll be taking something of a quantum leap in new democratic procedures. Increasingly



the NUS has become concerned with getting beyond "formal" democracy, and instead looking at less obvious or tangible factors which may prevent students from exerting their proper democratic rights inside the NUS. We're learning much from the experience of the women's movement; a large impersonal and highly complex democratic structure (one of the many) can in reality be alienating, intimidating and frustrating for the vast majority who aren't "professional" conference-goers.

We'll be discussing ways of increasing executive accountability through detailed scrutiny of all our actions which goes far beyond simply reporting what we've been up to. We'll be attempting to involve delegates in the planning of future work for the NUS; not just our major policy debates but an enormous range of other subjects.

We'll be examining the use of time at our conferences to ensure the minimum interruption to decision-making with bureaucratic or irrelevant agenda-items.

But most important, we'll be continuing to question our own styles of participation, creating an environment which welcomes comments, criticisms, ideas and views, without those being devalued because they're of the "wrong" political complexion or not accompanied by a flourish of rhetoric.

The days when student politicians sought to emulate their grown-up counterparts in that hallowed democratic institution, the House of Commons, are long gone. We share in common with the trade union movement and a growing number of other membership organizations, an understanding that democracy is too powerful a weapon to be monopolized by governments.

Through extending democratic practices and involvement to new generations of young people we can begin to challenge slumbering, unresponsive and authoritarian decision-makers in national government and other centres of power.

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